DOCUMENT RESUME

ED 171 272 IR 007 282

TITLE	State-Of-The-Art of Academic Library Instruction. 1977 Update.
INSTITUTION	Association of Coll. and Research Libraries, Chicago, Ill.
PUB DATE	77
NOTE	149p.; For related document, see ED 072 823
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Academic Libraries; Audiotape Recordings; *Autoinstructional Aids; College Libraries; *Computer Assisted Instruction; Credit Courses; *Library Instruction; *Library Programs; Library Surveys; Transparencies; *University Libraries
IDENTIFIERS	*Audiotape Cassettes

ABSTRACT

These ten papers comprise the 1977 update on the state-of-the-art of academic library instruction. Two surveys examine printed self-guided library tours and conducted tours, while a third reports on non-formalized, point-of-use library instruction. Other papers review survey responses to questionnaires dealing with cassette tape use, transparency use, and computer-assisted instruction. Surveys also gathered data on the use of general library skills credit courses, upper-level subject-related credit courses, term paper clinics and consultations, and library school courses on instruction. Some statistical information and sample questionnaires for the surveys are included. (CWM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED171272

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

STATE-OF-THE-ART OF ACADEMIC LIBRARY INSTRUCTION

1977 UPDATE

(Produced for the ACRL Task Force -now disbanded)

DISTRIBUTED BY PROJECT LOEX

Part I:	Printed Self-Guided Tours
Part II:	Conducted Library Tours
Part III:	Point-of-Use Instruction
Part IV:	Cassette Tape Use
Part V:	Transparency Use
Part VI:	Computer-Assisted Instruction
Part VII:	General Library Skills Credit Courses
Part VIII:	Upper-Level Subject-Related Credit Courses
Part IX:	Term Paper Clinics and Consultations
Part X:	Library School Courses on Instruction

Project LOEX
ATTN: Carolyn Kirkendall
Eastern Michigan University
Center of Educational Resources
Ypsilanti, MI. 48197

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Carolyn A. Kirkendall
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

IR007282

#1

Printed Self-Guided Tours In Use

1977

Bob Elliott
University Library
University of Windsor
Windsor, Ontario
Canada

PRINTED SELF-GUIDED TOURS IN USE, 1977

A random sampling of twenty-five libraries was taken. All twenty-five at one time offered printed self-guided tours to their users. Of the twenty-five, I got a 68 per cent return. And of this group, 84 per cent still had their tours in-print. The following results are based only on the returns from libraries with tours still in-print.

On the positive side...

a) 84 per cent of the libraries still have their tours in-print
b) 79 per cent of the libraries have their tours available for the user either near their reference desks or the entrance to the library.

So, in terms of keeping tours in-print and making them accessible, most libraries score high.

On the other hand...

a) only 30 per cent of the libraries with tours in-print "pre-test" their tour before using it on a regular basis
b) 100 per cent do not include any kind of user-evaluation form in the actual tour. There is no formal channel for feedback from the tour user.
c) When asked what other methods of assessment were used to test the relevance of their tours, other than a "pre-test" or written user-evaluation form, the response was small. In fact, one librarian commented that asking for formal feedback is being too highly organized. "If they (students) like it (the tour), they tell you."

From this one would assume that most feel that any kind of formal evaluation is not necessarily useful or meaningful, yet 53 per cent of this group responded that they were unhappy with their present tour.

The Use of Visual and/or Audio Aids

Fifty-three per cent said that they used some form of aid to supplement their tour. Of this response, most used some form of graphics (i.e. printed signs); there were two libraries that were using slide/tape presentations for point-of-use clarification; one library used video tapes.

Do you like your tour?

The questionnaire ended by asking each library if a) they were satisfied with the quality of their present printed tour; and b) if they were not, what would they do to improve it?

The results:
a) 47 per cent responded that they were not satisfied with their present tour.

b) What they would do to improve it was less clear. A couple said that they would like to incorporate practical library exercise with their future tours; another library wanted to base tours on subject disciplines; and one wanted to use more graphics.

Concluding Remarks

Looking back, I can now see several things I should have asked. Questions that would have made the results more conclusive:

a) How many years has their tour been in-print, and in that time how many times has it been revised?

b) Were the revisions based on user-feedback, staff intuition, or a delicate blend of each?

c) To what extent, if at all, is their present tour built into a broader library instruction programme?

If I had asked the above three questions, and others, I think that the results would have been more conclusive. As it stands now from what information I got back, I can only conclude that the majority of those libraries which had issued printed self-guided tours five years ago still have them in-print. What I do not know is whether or not they are really effective; and if they are effective, for what reasons. This is what other librarians who are planning to print a tour want to know.

Bob Elliott
University Library
University of Windsor
Windsor, Ontario

BE/sw

#2

Conducted Library Tours
1977

Marilyn Sternberg
Library
Adelphi University
Garden City NY 11530

Introduction

Questionnaires designed to elicit information about conducted tour programs in academic libraries were sent to 100 libraries (90 known to have programs, 10 at random) as defined in a LOEX list. The major areas of inquiry were who conducts tours, scope and extent of the program (number of tours, potential number), relationship of tour to other programs, preparation, publicity, planning, evaluation and instructional materials used.

Sixty-four questionnaires were returned; several described two libraries separately. There was no apparent difference between libraries not previously identified as having programs and those known to have such programs. The results reported here include all responses. Numbers given do not always total sixty-four as often more than one category was checked or categories were omitted entirely. Only four of the sixty-four responding libraries did not give tours. Information about self guided tours was often merged into the responses related to conducted tours.

Who conducts tours?

A single librarian is responsible for tours in ten out of fifty-four responding libraries. Thirty-five indicated several (Staff) and nine "other."

Librarians and library staff conduct tours. There was not a clear distinction between professionals and non-professionals. One library specified student assistants. The only non-library personnel mentioned were students not sponsored by the library in one library and English department teaching assistants in another.

Self guided tours

The most notable finding of this survey is the availability of self guided tours. Only twenty-eight out of the sixty-four libraries did not have self guided tours. Five of these indicated "not yet".

The thirty-six libraries with self guided tours indicated twenty-six printed tours and fourteen cassette or slide/tape tours.

Scope of tour programs

Programs are generally institution wide (forty-five libraries). When tours are specific to one course (7) they are part of subject oriented bibliographic instruction programs. Most often tours are intimately related to other programs. Tours are part of general orientation (17) or part of other library instruction (36). One library has tours for all new library staff, including students, librarians and clericals. Rarely are tours limited to non-academic groups.

Tours are generally available for anyone who asks; new students (28), undergraduate majors (14), undergraduate non-majors (10), graduate students (9), a mixture (26), and faculty (3). Tours are given to non-academic groups: high school or junior high students, the general public. Tours are arranged for special groups, honor classes, mentally gifted minors, minorities, educationally disadvantaged.

Participation in tours is generally voluntary (43). Where it is mandatory it is usually part of required orientation or course instruction.

The length of time of the tours was evenly divided between less than thirty minutes (32) and thirty minutes to one hour (33). Only four libraries reported tours lasting longer than one hour. The information reported on the number of tours, patrons and potential population did not lend any concrete understanding of a general trend.

Tour programs began in libraries anywhere from "always" to "March 28, 1977". Tours were given for anywhere from 1 to 150 people in a single tour. Most libraries ranged around fifteen. The number of patrons who have had tours since the inception of the program ranged into the thousands. One library reported eight hundred self-guided tours in one year.

Thirty-nine libraries described the program as permanent, seven as experimental. In the context of updating what has been reported earlier, particular attention was paid to the programs described as experimental. However, none were experimental TOUR programs. One program begun in Fall, 1974 (Occidental College Library) uses the tour as instructional with the comment "The spontaneity that can be generated gives a fair replica of library research". One was a "Catalog Information Service" which was new and had not yet developed materials etc. (University of Oregon). One had a new (1976) cassette tape tour (Sullivant Hall Undergraduate Library. Ohio State University). One, begun in 1972, was an orientation package (West Campus Learning Resource Center. Ohio State University) and instructional materials including slides, self-guided printed tour, video tapes, to be used by the classroom instructor. The Penfield Library at SUNY College at Oswego stated "...experimental in that it will be altered more or less as needs are seen". The Blazer Library at Kentucky State University is developing material for a more formal approach to instruction. The Alderman Library at University of Virginia has a library committee formed to study problems of library instruction.

Preparation

Preparation time varied from a few minutes to several hours depending on the kind of instruction being given. The preparation time was one year for an audio cassette; forty to sixty hours for the original preparation of a self-guided tour with four to five hours for revision; eight hours for updating self-guided tours, writing guides and recording an audio tour.

Instruction and Instructional materials

Specific instruction is rarely included in a general tour. Nine libraries include indexes/abstracts; six mentioned the card catalog; one the Library of Congress list.

For course related tours, the specifics relate to the subject of the course.

Instructional materials are widely used to supplement tours. Thirty-three libraries had bibliographies and other short printed material; four used texts or detailed syllabi; a miscellaneous of three transparencies, three slides, workbook, oversized catalog cards, sound of slide 3M were mentioned; two used film; two film loop; three video tape; fourteen slide tape tours.

The most striking finding was that only two libraries reported the use of commercially produced materials; thirty-eight libraries used locally produced materials.

Thirty-seven responding libraries included samples of their printed materials. Nineteen of these were clearly identified as self-guided tours. Several other libraries indicated their materials were already on file with LOEX.

Publicity

Twenty-eight libraries responded to the request for a description of the publicity used. The press (student newspapers and faculty newsletters) was the most frequently used means of publicizing tours (12 libraries), faculty were sent memos (8) or had word-of-mouth communication (8). Posters, signs in front of the library and in one case a mobile in the library lobby were used by nine libraries. Two libraries had radio announcements. In five cases students were informed directly through inclusion in the orientation calendar or announcement at orientation. In one case the Student Council mailed a handout to new students.

Planning

Twenty five libraries indicated active planning for bibliographic instruction. Only two libraries indicated any planning for new tours and these will be related to a move to a new location.

One library wants to encourage more use of its self-guide, one will include a videotape for classroom use; one will revise its programmed tour guide.

One library (Temple) would consider training instructors of freshman English and some remedial programs to conduct their own tours and free staff for more course related bibliographic instruction.

Evaluation

Ten libraries responded to the question, "How has program been evaluated"? Five used surveys or questionnaires; one used pre and post tests with a questionnaire; three mentioned verbal responses,and one did not specify. It is unclear whether these evaluations were limited to the tours or were mixed into the course related instruction.

Summary and conclusions

Sixty four libraries responded to a detailed questionnaire about their conducted tour programs. Tours are available in almost every library and have been for an extended period of time.

Self-guided tours are replacing the conducted tour. These are both printed and in the form of cassette or slide/tape. Both printed and audiovisual materials are locally produced and the latter are not available to other libraries. Libraries are, however, generous in sharing their printed materials.

Except for new library buildings no significant planning for tours is taking place. The shift is toward more structured instruction and/or the replacement of the librarian led tour by self-guided tours.

A major difficulty of this survey was to separate the tour itself from other bibliographic instruction. The "pure" tour is more likely to be a slide tape or printed self-guided tour than a librarian interacting directly with patrons.

Marilyn Sternberg
Adelphi University Library
May 26, 1977

#3

Non-Formalized Point-Of-Use Instruction

1977

by

Peter P. Olevnik

State University of New York at Brockport

ACRL Bibliographic Instruction Task Force

Report on Non-Formalized Point-of-Use Instruction

This is a survey of the current state of the art of non-formalized, point-of-use library instruction. It includes an overview of the institutions that provided the data for this report, a summary of that data, and a description of three instruction projects. Also included are two tables: The first identifies each reporting library, provides data about its offerings, and identifies key personnel; the second is a listing of the library sources or services for which point-of-use instruction is provided.

Out of a total of 279 libraries contacted, some 133 (48 percent) responded to a questionnaire which was an adaptation of the 1972 ACRL Bibliographic Task Force Report Form (ERIC, ED 072 823). The respondants represented the range of United States institutions of higher education, from the community college to specialized research center. Also included were three Canadian universities and one Scottish institution. (See separate tables for a complete listing).

Of those completing and returning the questionnaire, some seventy-four (56 percent) indicated that their respective libraries provided point-of-use instruction in some form; the remaining fifty-nine (44 percent) stated that their libraries did not.

To aid the respondant in determining what constituted point-of-use instruction for this survey, the following definition was offered:

"Point-of-use instruction is here defined as any presentation that informs the patron about the use of a particular reference/research tool, and is found at the location of that tool. It can be media-assisted, in print form, or a combination of both. Not included would be programs of general library orientation or the provision of instruction by a librarian."

The instruction programs or projects here reported include everything from the basic poster or sign, and the printed brochure, to the audio-tape or slide presentation, and any combination of these forms. Results indicated that most were developed locally by the library staff, with assistance from local campus audio-visual or educational communications personnel.

The libraries surveyed had reported providing point-of-use instruction for some 161 separate reference sources or library services. They ranged from the Abstract Bulletin of the Institute of Paper Chemistry and "Patent Searching" to "Serials Holdings" and the Zoological Record. (See tables for an alphabetical record of all sources and services covered.)

The rate of selection among the sources listed was relatively even. There was, however, one notable exception. The card catalog was selected by thirty-four libraries, a rate that was 50 percent higher than its closest rival: "periodical indexes/abstracts." Other sources with a higher rate of selection were the Reader's Guide (chosen by twelve libraries); Psychological Abstracts (chosen by eleven libraries); ERIC, the Monthly Catalog, and "periodicals, in general" (each chosen by ten libraries.)

With few exceptions, evidence indicated that most libraries surveyed were currently offering their point-of-use instruction programs and projects.

Of the six deciding against continuation, only one stated that it was because the presentation was not considered effective; one other indicated that it was because of a lack of use. Only forty libraries (54 percent) reported that they had employed any kind of evaluation, however.

Responding to the question, "Do you feel that point-of-use instruction really works?" some forty-six respondants (62 percent) reported that it did; another fifteen (20 percent) stated that it did under some conditions; six respondants (8 percent) were uncertain; while five (7 percent) indicated that this method of instruction did not work.

They had more doubts about this type of instruction being employed as a time-saving feature for librarians.—Thirteen respondants (18 percent) felt that it was not a time-saver; another seventeen (23 percent) had doubts that it did save time; nine (12 percent) felt that under certain conditions it might save time for the librarian; while twenty-eight (38 percent) felt that it did free the librarian to do other things.

In answer to the question about the users of point-of-use instruction, almost all (92 percent) of the respondants indicated their presentations were developed for any interested library patron; thirty-two (43 percent) designed their instruction for use by under-graduate students; twenty-two (30 percent) offered their point-of-use instruction to new students; while eighteen (24 percent) provided it for graduate students; seventeen (23 percent) provided their instruction units for faculty; and eight (11 percent) were directing their presentations to special groups. It should be noted that many of the presentations were offered to more than one of these groups at a particular institution.

By far the favorite format for presenting point-of-use instruction was the printed handout, followed by the chart and poster. Media-assisted presentations were significantly fewer in number, with the slide/tape format being the one used by most. Second in choice was the audio tape. Only one library offered a slide-only presentation.

The relative ease with which charts, posters, and handouts could be produced locally, and the limited scope of most of the reported instruction units might explain the fact that few of the institutions had sought outside funding or grant support. There were some exceptions, and a brief dexcription of the three more comprehensive ones are noted:

University of Wisconsin - Stout

With a grant from the Undergraduate Teaching Improvement Program, a series of self-paced instructional packages was developed by a team of four librarians at the University of Wisconsin - Stout. Produced by Stout's Instructional Technology Service, the series included some twenty-eight packages that were defined as point-of-use instruction units. The packages contained one or more forms of instruction, from the posted sign, handout, and spiral-bound instruction notebook, to the slide/tape program.

An example of a package was one that provided instruction in finding book reviews. Large posters were located in appropriate areas calling attention to the review sources. More in-depth information was offered by means of the "3M Sound Page" player. The format for the package was determined by a) the requirements of the learning experience, b) ease of use, and c) the need for variety as determined by a survey. Each package also included a handout describing the objective of that package and a user's self-test.

For those contemplating the development of point-of-use instruction projects, results of the Stout survey mentioned above and other useful information are found in a report entitled Self-Paced Instructional

Packages on Utilizing Library Resources, prepared by the Media Retrieval Services, Pierce Library. A copy of the report is available for loan from the LOEX Clearing-house.

University of Washington - Undergraduate Library

Assisted by a $6,250 grant from the University of Washington Innovative Fund, the Undergraduate Library of the University of Washington has developed a program of instruction, using a combination of media and print materials. Comprized of cassette tapes, players, headsets, and sample instructional materials, they provide brief, ten-to-fifteen-minute point-of-use presentations on the use of the card catalogs in the Undergraduate Library and Research Library, the Central Serials Record (university-wide system), and six units describing selected reference sources. Another presentation on the Media Center is available via dial-access video-tape.

Copies of the programs on cassette tape and various supplementary materials, along with the tape players, are found in carrels in the Undergraduate Library and Research Library. This enables students to listen to the tapes and use the supplementary materials any time they wish during the hours the library is open.

Massachusetts Institute of Technology - Baker Engineering Library

Funded by the Council on Library Resources, Inc., the Model Library Program of Project Intrex led to the development of an instructional program to provide specific information needs of library users at the Baker Engineering Library of the Massachusetts Institute of Technology. A series of brief, media-assisted presentations was developed and located near the library sources they described. Ranging from just over four minutes to nearly nine minutes in duration, some six audio cassette units, with sample print material, were developed. The user simply turned on the machine and listened through a telephone receiver. In addition four units provided instruction by means of audio cassette programs with color slides inside a Kodak Carousel projector. The patron lifted a phone to activate the program, and when the presentation was finished, the unit shut down automatically. Two of the units covered the card catalog, while the other two described the Engineering Library and the Geo-Dex Retrieval System.

It was found that the programs did free librarians to concentrate on other activities, allowing the use of non-professional staff at the reference desk. It was also reported that the audio units, with sample materials, were most successful. According to their findings, however, the slide-sound presentations, used for relatively uncomplicated sources, were proven to be adequate, and attracted more use than the audio programs. (See Drexel Lib. Q., 8:281-85, Jul. 1972).

From the results of this survey, it can be concluded that point-of-use instruction is an important component of the total instruction program. It was reported that this method of instruction was not a substitute for, but rather an aid to, the work of the public services librarian.

It was further suggested that any project of presentation should be brief. The longest media-assisted instruction unit lasted ten minutes. Whether in media form or print form, the presentation should also be clear, free from professional jargon, and understandable by the freshman student and those whose second language is English.

If planned and developed accordingly, it would:

1. Reduce the repetitive explanation of the use of basic reference/research sources;
2. Provide information at the time of need, at the place of need;
3. Provide instruction during times when a librarian was not available for assistance.

There is a serious need for evaluation, whether informal or formal. This is especially true during periods of "belt-tightening" when staffing is limited and funds are short. Data is needed to justify the expenditure of time, staff, and equipment. We must address ourselves to the question regarding effectiveness of format and the selection of sources. Is the slide format or the audio cassette acceptable to the students? What is the optimum time length for the program? There is also a need for reporting the results of local projects.

The author hopes this survey will prove helpful to those contemplating similar projects. To accomplish this purpose, appendices include the institutions and individuals responsible for the data here surveyed. Readers should contact the persons named in the listing, or they should contact the LOEX Clearing-house where all the data collected for this survey is deposited.

Peter P. Olevnik
State University of New York
College at Brockport
July, 1977

SOURCES FOR POINT-OF-USE INSTRUCTION

* This indicates that the institution will not provide materials.

1. Abstract Bulletin of the Institute of Paper Chemistry 41
2. Abstracts, in general 28*
3. Access: Suppl. Index to Periodicals 36
4. Accountants' Index 56*
5. Addresses, in general 65
6. Almanacs, in general 65
7. Animal Breeding Abstracts 25
8. Archives 19, 64
9. Associations 65
10. Atlases - Maps 65
11. Atomic Energy Commission Reports 35
12. Beilstein 25, 69, 74
13. Bibliographic Index 60*
14. Bibliographies in English Language and Literature 42
15. Bibliographies, in general 1
16. Bibliography of Agriculture 25, 41
17. Biographies, in general 23, 64, 65
18. Biography Index 51*
19. Biological Abstracts 10*, 11, 13, 25, 30*, 36, 41, 47, 51, 67*, 71
20. Biological and Agricultural Index 25
21. Bioresearch Index 41
22. Book reviews 28*, 39, 45, 47, 60*, 64, 65
23. Books, How to find 64
24. British official publications 74
25. British patent literature 74
26. Business Periodicals Index 56*
27. Business Sources 64
28. Card catalog 1*, 4, 5*, 9, 10*, 12*, 13, 14*, 17, 20*, 25*, 26, 27*, 29, 30*, 39, 41, 42, 44, 45, 47, 49, 55*, 59, 60*, 61*, 62, 63*, 64, 65, 67*, 71*, 72, 73
29. Chemical Abstracts 15, 16, 25, 30*, 35*, 41, 65, 74
30. Chemical Abstracts Service Source (CASSI) 41
31. Chemistry, in general 64
32. Census of population of Great Britain 74
33. Circulation services, in general 49, 64
34. Classification Schemes: Dewey/LC 45
35. College catalogs 65
36. Computer and Control Abstracts 16
37. Conference proceedings 35
38. Congressional Information Service (CIS) abstract/index 58
39. Corporation Sources, in general 15
40. Court Reports 34*
41. Cumulative Book Index (CBI) 51*
42. Cumulative Subject Index to the Monthly Catalog, 1900-1971. 8, 58
43. Current Abstracts of Chemistry and Index Chemicus 68*
44. Current Index to Journals in Education (CIJE) 15
45. Daily Stock Price Record 56*

46. *Dictionary of Occupational Titles* 65

47. *Dissertation Abstracts International* 25*, 41, 65, 72

48. *Dunn and Bradstreet's Principal International Businesses* 56*

49. Earth Sciences, in general 64

50. Education sources, in general 15

51. *Education Index* 69, 70

52. Educational Resources Information Service (ERIC) 7, 10*, 15, 25*, 37, 40, 53, 61*, 65, 67*

53. *Electrical and Electronics Abstracts* 16

54. Encyclopedia Britannica 23, 44, 63*

55. Encyclopedias 62

56. *Engineering Index* 16, 25, 35*

57. Engineering/architecture library 49

58. *Environment Abstracts* 41

59. *Essay and General Literature Index* 23,57,65,67*,70

60. *F and S Index of Corporations and Industries* 56*

61. Federal statutes 34*

62. Films, in general 65

63. Forestry Abstracts 25, 41

64. *GEODEX Retrieval System: For Geotechnical Abstracts Structural Mechanics Information Service* 16

65. Geology reference sources 25

66. Government Documents, in general 10* 25, 39, 55*, 17, 58

67. Government documents, indexes, in general 21

68. *Government Reports Announcements and Index* 16, 35*

69. *Handbook of Chemistry and Physics* 69

70. *Human Relations Area File* (HRAF) 39, 61*

71. *Humanities Index* 51*, 70

72. *Index Medicus* 36, 65, 71

73. *International Aerospace Abstracts* 16

74. *International Bibliographie der Zeitschriften literatur* 48

75. Interlibrary Loan 41, 49, 64, 67*

76. Irish University Press Reprint Series Government Publications 74

77. KWOC Index to non-book media 65

78. KWOC reference index 65

79. Legal digests 34*

80. Legal periodicals and indexes 34*

81. Legal reference materials 34*

82. Library Associates, reference book guides 70

83. Library materials, in general 61*, 64

84. Library of Congress classification system 14*, 23, 61*, 64

85. *Library of Congress Subject Headings* book 23, 31, 61*

86. Library services, in general 64

87. Life sciences, in general 64

88. Literature, critical sources 65

89. *London Bibliography of the Social Sciences* 74

90. Mathematics, in general 64

91. Media Center 4, 19, 60*

92. Medical technology, in general 64

93. *Mental Measurements Yearbook* 28*, 32, 69

94. Microforms 47, 49, 53, 64, 67*

95. *Modern Language Association (MLA) International Bibliography* 2, 15, 28*, 32

96. *Monthly Catalog* 1*, 8, 13, 39, 46*, 56*, 58, 60*, 61*, 65

97. *Moody's Industrial Manual* 56*

98. *NASA STAR* 16

99. National Technical Information Service (NTIS) 65

100. *New York Times Index* 3, 9, 18*, 23, 36, 41, 48, 66

101. Non-print materials, citing 64

102. Non-print materials, in general 64

103. Nursing indexes/abstracts 53

104. Patent searching 50

105. Periodicals, in general 4, 12*, 22, 24, 27*, 47, 61*, 64, 65, 67*

106. Periodicals indexes/abstracts, in general 9, 12*, 13, 17, 21*, 22, 24, 25, 28*, 30, 41, 51*, 55, 60*, 67*, 72, 74

107. Periodicals indexes/abstracts, in the Sciences 35

108. Physics, in general 64

109. *Physics Abstracts* 16

110. Political Literature, in general 74

111. *Poor's Register of Corporations, Directors, and Executives* 56*

112. *Popular Periodical Index* 36

113. Prentice-Hall Tax services 69

114. Psychological Abstracts 6, 15, 30*, 36, 39, 47, 48, 60*, 65, 69, 72

115. Psychology, in general 64

116. Public Affairs Information Service (PAIS) 51*, 56*, 60*

117. Rand McNally International Bank Directory 56*

118. *Reader's Guide* 1*, 3, 9, 18*, 19, 23, 43, 51*, 54*, 57, 62, 70

119. Reference Service/sources 49, 59, 17

120. Report literature, in general 74

121. Research for minority students 25

122. Research in the Humanities 74

123. Reserved library materials 62

124. *Robert Morris Associates' Annual Statement Studies* 56*

125. *Science Citation Index* 16, 25*, 40, 41, 63* 68*, 71, 74, 35

126. Science print materials, citing 64

127. Science, in general 64

128. Science library 49

129. *Scientific and Technical Aerospace Reports* 35*

130. Serials holdings 38, 42, 45,52, 60*

131. Shepard's citations 34*

132. *Social Sciences Citation Index* 53*, 63* 74

133. *Social Science Index* 51*, 70

134. Social sciences and humanities print materials, citing 64

135. *Sociological Abstracts* 15, 69, 72

136. *Sociological Abstracts*, sources cited 33

137. Special collections 49, 39

138. *Standard and Poor's Industry Surveys* 56*

139. *Standard and Poor's Trade and Securities Statistics* 56*

140. State administrative code (Wisconsin) 65

141. State blue books (Wisconsin) 65

142. State documents 65 (Wisconsin), 49 (Kansas)

143. State statutes 34* (New York), 65 (Wisconsin)

144. Statistical sources 65

145. Statistics, in general 64

146. Superintendent of documents classification system 58

147. Technical Reports 15, 35

148. Theses, local 65(Wisconsin)

149. Thomas Register 56*

150. Tourism 65 (Wisconsin)

151. *Uniform Commercial Code Reporting Service: Cases and Commentary* 56*

152. United States administrative law (C.E.R., etc.) 34*

153. *United States Code Annotated* 56*

154. United States law/federal regulations, in general 53*

155. United States legislative history 34*

156. *United States Statistical Abstracts* 58

157. Vertical File 67*

158. *Wildlife Abstracts* 41

159. *Wildlife Review* 41

160. *Work Related Abstracts* 56*

161. *Zoological Record* 25, 41

	Film	Filmstrip	Film Loop	Videotape	Slide/Tape	Slide Only	Audio Tape	Other	Poster	Chart	Handout	Graphic Display	Other	FOR INSTRUCT.	New Students	Undergrads	Graduates	Faculty	Any Patron	Special Group	Free	Free Loan	Rental	For Purchase	Not Available	Local	Commercial	Other	
1. Anderson College Anderson, Indiana 46011											x			15					x			x				x			David L. Cooper Public Services Librarian Charles E. Wilson Library 1033 E. Third Street
										x				28					x						x	x	x		
										x	x			96					x						x	x			
										x				118					x						x		x		
2. Carson-Newman College Jefferson City, Tenn. 37760					x									95					x		x					x			Mildred Iddins, Librarian Carson-Newman College Library Box 1889
3. City University of New York John Jay College of Criminal Justice New York, N.Y. 10019										x				100,118					x						a	x			Marilyn Lutzker Head of Reader Services John Jay College of Criminal Justice Library 445 W. 59th Street
4. City University of New York New York City Community College Brooklyn, N.Y. 11201											x			28,91, 105	x	x			x		x					x			Prof. Paul T. Sherman Administrative Assistant Namm Hall Library 300 Jay Street
5. Colby Community College Colby, Kansas 67701									x	x	x			28	x	x		x	x						x	x			Ruth H. Lowenthal, Director H.F. Davis Memorial Library 1255 S. Range
6. Community College of Allegheny County Allegheny Campus Pittsburgh, Pa. 15212													b	114		x					x					x			Peggy Porter Information Services Librarian Community College of Allegheny Allegheny Campus Library 808 Ridge Avenue
7. Concorida Teachers College Rivers Forest, Ill. 60305		x												52													x		Henry R. Latzke, Director Klinck Memorial Library 7400 Augusta Blvd.
8. DePauw University Green Castle, Ind. 46135										x		x		42,96	x	x	x	x	x	x	x					x			Larry Hardesty Reference Librarian Roy O. West Library P.O. Box 137

	Non-Print								Print					FOR INSTRUCT.															
	Film	Filmstrip	Film Loop	Videotape	Slide/Tape	Slide Only	Audio Tape	Other	Poster	Chart	Handout	Graphic Display	Other		New Students	Undergrads	Graduates	Faculty	Any Patron	Special Group	Free	Free Loan	Rental	For Purchase	Not Available	Local	Commercial	Other	
9. Elgin Community College Elgin, Ill. 60120											x			28,100, 106,118					x		x					x			Ethel B. Apple, Librarian Renner Learning Resources Ctr. 1700 Spartan Drive
0. Florida Tech. Univ. Orlando, Fla. 32816										x	x	x		19,28, 52,66	x	x	x	x	x						x	x			Phyllis J. Hudson, Ref. Dept. Fla. Tech. Univ. Library Alafaya Trail, P.O. Box 2500
1. Harvard University Cambridge, Mass. 02138					x		x							19		x	x		x						x	x			Eva S. Jonas, Ref. Lib. Cabot Science Library 1 Oxford Street
2. Indiana University Bloomington, Ind. 47401					x									28,105, 106					x						x	x			Colleen Pauwels Indiana Univ. Library
3. Indiana Univ. - Purdue University Fort Wayne, Ind. 46805										x	x			19,28,96 106					x		c					x			Judith L. Violette Walter E. Helmke Library 2101 East Coliseum Blvd.
4. John Tyler Comm. Coll. Chester, Va. 23831								d			x			28,84					x						x	x			Gloria M. Thysell, Librarian John Tyler Comm. Coll. Lib. 13101 Jefferson Davis Hwy.
5. Johns Hopkins University Baltimore, Md. 21218										x	x	x		39,44,50 52,95, 114,135, 147		x	x		x		e					x			Barbara Manchak Reader Services Librarian Milton S. Eisenhower Library
							x							29		x	x		x									f	
6. Mass. Inst. of Tech. Cambridge, Mass. 02139					x									64					x					x		x			Katherine G. Cipolla Media Services Librarian Barker Engineering Library
							x	g						29,36,53, 56,68,73 98,109, 125					x					x		x			
7. Millersville State Coll. Millersville, Pa. 17551				x										28	x				x			x				x			Doris K. Hosler Circulation/Instruc. Librarian Helen A. Ganser Library
											x			66,106 119															

	Non-Print								Print					CHOSEN FOR INSTRUCT.							ABILITY					DUCED			
	Film	Filmstrip	Film Loop	Videotape	Slide/Tape	Slide Only	Audio Tape	Other	Poster	Chart	Handout	Graphic Display	Other		New Students	Undergrads	Graduates	Faculty	Any Patron	Special Group	Free	Free Loan	Rental	For Purchase	Not Available	Local	Commercial	Other	
26. Pennsylvania State U. University Park, Pa. 16802							x	p						28					x			q				x			Elizabeth G. Ellis Coordinator of Instruc. Serv. W106 Fred Lewis Pattee Lib.
27. Piedmont Virginia Community College Charlottesville, Va. 22901											x			28,105		x			x						x	x			Rosalie Williamson, Ref. Lib. Learning Resource Center Rt. 6 P.O. Box 1-A
28. Presbyterian College Clinton, S.C. 29325											x		r	2,22,93 95,106		x									x	x			Jane T. Pressay Student Services Librarian James H. Thomason Library
29. Rochester Institute of Technology Rochester, N.Y. 14623									x	x	x			28	x	x	x	x	x	x						x			Lois Goodman Head of Public Services Wallace Memorial Library
30. Saint Ambrose College Davenport, Iowa 52803									x	x			s	19,28,29 106,114					x						x	x			Kay M. Elliott, Director St. Ambrose College Library 518 W.Locust Street
31. Saint John's University Collegeville, Minn. 56321										x				85					x		x					x			Constance Miller Public Services Librarian Alcuin Library
32. So. Illinois Univ. - Edwardsville Edwardsville, Ill. 62026											x			93,95		x	x	x	x					x		x			Donald R. Smith Library Instruc. Librarian Lovejoy Library P.O. Box 63
33. State Univ. of N.Y. at Buffalo Buffalo, N.Y. 14214													t	136	x	x	x	x	x	x	x					x			Diane Parker Head of Reference Lockwood Library 3435 Main Street
34. State Univ. of N.Y. at Buffalo Buffalo, N.Y. 14266					x									40, 61, 79,80,81, 131,143, 152,155					x	u					x	x			Karen S. Munday Law Library O'Brian Hall Amherst Campus

	Non-Print								Print					FOR INSTRUCT.															
	Film	Filmstrip	Film Loop	Videotape	Slide/Tape	Slide Only	Audio Tape	Other	Poster	Chart	Handout	Graphic Display	Other		New Students	Undergrads	Graduates	Faculty	Any Patron	Special Group	Free	Free Loan	Rental	For Purchase	Not Available	Local	Commercial	Other	
35. State Univ. of N.Y. at Buffalo Buffalo, N.Y. 14214					x									125					x						x		x		Thomas K. Lindsey Assistant Librarian Science & Eng. Library
							x							29,56, 68,129					x						x			v	
											x			11,37, 107,147					x		w					x			
36. State Univ. of N.Y. Agri.& Tech. Coll. Delhi, N.Y. 13753											x			3,19,72, 100,112, 114					x		x					x			David Rosenfield Assistant Librarian Delhi College Library
37. State Univ. of N.Y. Coll. at Brockport Brockport, N.Y. 14420							x							52		x	x		x			x				x			Joan K. Lippincott Reference Librarian Drake Memorial Library
38. State Univ. of N.Y. Coll. at New Paltz New Paltz, N.Y. 12561										x				130					x		x					x			James R. Goodrich Reader Serv. Librarian Sojourner Truth Library
39. State Univ. of N.Y. Coll. at Oswego Oswego, N.Y. 13126											x	x		28	x	x	x	x	x	x	y					x			Ray Murray Coordinator of Lib. Instruc. Penfield Library
											x			22,70,96 114,137	x	x	x	x	x	x	y					x			
					x									66	x	x	x	x	x	x	y					x			
40. State Univ. of N.Y. Coll. at Potsdam Potsdam, N.Y. 13676											x		z	52,125		x					x					x			Jeanne Dittmar Assistant Librarian Crumb Memorial Library
41. State Univ. of N.Y. Coll. of Env. Sci. and Forestry Syracuse, N.Y. 13210											x			1,16,19, 21,28,29 30,47,58 63,75,100 106,158, 159,161	x	x	x	x	x	x	x					x			Jacquelyn M. Morris Assistant Librarian F. Franklin Moon Library
					x									125	x	x	x	x	x	x						x			
42. University of Alabama University, Ala. 35486											x			14,28,130	x	x	x	x	x			x				x			Exir White Amella Gayle Gorgas Library P.O. Box S

	Non-Print								Print					FOR INSTRUCT.															
	Film	Filmstrip	Film Loop	Videotape	Slide/Tape	Slide Only	Audio Tape	Other	Poster	Chart	Handout	Graphic Display	Other		New Students	Undergrads	Graduates	Faculty	Any Patron	Special Group	Free	Free Loan	Rental	For Purchase	Not Available	Local	Commercial	Other	
43. University of Arkansas Fayetteville, Ark. 72701											x			118	x	x			x		x					x			D. Corinne Colpitts Head Reference Dept. Mullins Library
44. Univ. of Calif. at Los Angeles Los Angeles, Calif. 90024											x			28					x		x					x			Nancy Sevier Assistant Librarian 230 Powell Library
												x		28					x						x	x			
													aa	54					x							x			
45. Univ. of Calif. at Santa Barbara, Calif. 93106									x		x			28												x			Patricia Gebbard Reference Dept. Univ. of Calif., Santa Barbar Library
									x					34												x			
											x			22,130												x			
46. Univ. of Connecticut Storrs, Conn. 06268									x					96					x						x	x			Cheryl Comskey Chairperson, Orientation Comm Wilbur Cross Library
47. Univ. of Detroit Detroit, Mich.48221					x					x	x			19,22,28 94,105, 114	x	x	x	x	x							x			Aline Smith, Reference Lib. Univ. of Detroit Library 4001 W. McNichols Road
48. Univ. of Illinois at Chicago Circle Campus Chicago, Ill. 60680									x					74,100 114					x		x					x			Elaine Hart, Reference Dept. Univ. of Ill. at Chicago Circle Library P.O. Box 8198
49. Univ. of Kansas Lawrence, Kan. 66045											x			28,33,57 75,94, 119,128, 137,142					x		x					x			Richard Gilbar Assistant Reference Librarian Watson Memorial Library
50. Univ. of Michigan Ann Arbor, Mich. 48109											x			104												x			Maurita P. Holland, Librarian Univ. of Mich. Eng.-Transport Library
51. Univ. of Oregon Eugene, Ore.97403									x					18,19,41 71,106, 116,118, 133					x						x	x			Jane B. Durnell Coordinator, Lib. Inst. & Orientation Univ. of Oregon Library

		Film	Filmstrip	Film Loop	Videotape	Slide/Tape	Slide Only	Audio Tape	Other	Poster	Chart	Handout	Graphic Display	Other	FOR INSTRUCT.	New Students	Undergrads	Graduates	Faculty	Any Patron	Special Group	Free	Free Loan	Rental	For Purchase	Not Available	Local	Commercial	Other	
2.	Univ. of Pennsylvania Philadelphia, Pa.19104									x		x			130					x		bb					x			John Kupersmith, Reference Dept Charles Patterson Van Pelt Lib.
3.	Univ. of Rhode Island Kingston, R.I. 02881					x						x			52,103	x	x			x	y				x		x			Margaret J. Keefe
						x					x				132					x						x	x			Head, Reference Dept.
						x				x		x	x		94	x	x				x				x		x			Univ. of Rhode Island Library
										x		x			154					x						x	x			
4.	Univ. of Tennessee at Knoxville Knoxville, Tenn. 37916							x							118		x									x	x			Keith Cottam Undergraduate Library
5.	Univ. of Tennessee at Martin Martin, Tenn. 38238							x						dd	28,66, 106					x						x	x			Caroline Turner Head of Reference Dept. Paul Meek Library
6.	Univ. of Texas at Austin Austin, Texas 78712						x			x		x		ee	4,26,45, 48,60,96 97,111, 116,117, 124,138, 139,149, 151,153, 160					x						x	x			Mary Seng Head Librarian Business Admin.-Econ. Library
7.	Univ. of Texas at Austin Austin, Texas 78712							x							59,118		x			x			x				x			Ann Neville Ref. & User Educ. Librarian Undergraduate Library ACA 101
8.	Univ. of Toledo Toledo, Ohio 43606					x						x			38(covers 42,66,96 146,156)					x		ff					x			Julia Baldwin, Documents Lib. Univ. of Toledo Libraries
9.	Univ. of Utah Salt Lake City, Utah 84112					x					x				28	x	x	x	x	x	x	gg					x			Carolyn Dusenbury Instruction Librarian
												x			119	x	x	x	x	x	x	gg						x		Marriott Library

	Non-Print								Print					FOR INSTRUCT.															
	Film	Filmstrip	Film Loop	Videotape	Slide/Tape	Slide Only	Audio Tape	Other	Poster	Chart	Handout	Graphic Display	Other		New Students	Undergrads	Graduates	Faculty	Any Patron	Special Group	Free	Free Loan	Rental	For Purchase	Not Available	Local	Commercial	Other	
60. Univ. of Washington Seattle, Wash. 98105							x	hh			x			13,22,28 96,106, 114,116, 130					x						x	x			Anne Passarelli Instructional Programs Lib. Odegaard Undergraduate Lib.
				x										91					x						x	x			
61. Univ. of Wisconsin - La Crosse La Crosse, Wis. 54601										x				28,52,70 83,84,85 96,105					x						x	x			Earl Belisle, Info. Librarian 102 Murphy Library 1631 Pine Street
62. Univ. of Wisconsin - Madison Madison, Wis. 53706											x			28,55, 118,123					x		x								Donna Senzig Associate Director College (Undergraduate) Lib.
63. Univ. of Wisconsin - Milwaukee Milwaukee, Wis. 53201											x			28					x		x								Julie Larson, Head, Curr. Lib. Univ. of Wis.-Milwaukee Lib. 2311 E. Hartford Avenue
										x				28,54, 125,132					x						x				
64. Univ. of Wisconsin - Parkside Kenosha, Wis. 53140											x			8,17,22, 23,27,28 31,33,49 75,83,84 86,87,90 92,94, 101,102, 105,108, 115,126, 127,134, 145	x	x		x	x			ii				x			Judith Pryor Instruction Librarian Univ. of Wis.-Parkside Library Learning Center Wood Road
65. Univ. of Wisconsin - Stout Menomonie, Wis. 54751 (continued on next page)													jj	5,6,9,10 17,22,29, 35,47,59 62,72,77 78,88,96 99,105, 114,140, 141,142, 143,144, 148,150					x					x		x			Ruth Pralle Reference/Instruction Lib. Pierce Library

	Film	Filmstrip	Film Loop	Videotape	Slide/Tape	Slide Only	Audio Tape	Other	Poster	Chart	Handout	Graphic Display	Other	FOR INSTRUCT.	New Students	Undergrads	Graduates	Faculty	Any Patron	Special Group	Free	Free Loan	Rental	For Purchase	Not Available	Local	Commercial	Other	
2. Univ. of Saskatchewan Saskatoon, Saskatchewan Canada S7N OWO											x			28,47, 106,114 135	x	x	x	x	x		mm					x			Maureen Peden Instruction/Info. Librarian Univ. of Saskatchewan Library
73. Univ. of Toronto Toronto, Ontario, Canada M55 1A5										x				28					x			nn					x		Carolyn Murray, Orientation Lib Roberts Library 130 Saint George Street
							x							28					x			x		x		x			
74. Univ. of Stirling Stirling FKG 4IA Scotland, United Kingdom					x									12,24,25 29,32,76 89,106, 110,120, 122					x					x				oo	Carolyn Rowlinson Library Information Office Univ. of Stirling Library
										x				125,132					x					x				oo	

#4

Cassette Tape Use within Self-Instructional/AV Programs

1977

by

Pamela J. Cravey

Georgia State University

ACRL BIBLIOGRAPHIC INSTRUCTION TASK FORCE

REPORT ON CASSETTE TAPE USE WITHIN SELF-INSTRUCTIONAL/AV PROGRAMS

As emphasis on bibliographic instruction/orientation continued to increase, the charge to the ACRL Bibliographic Instruction Task Force was to revise and update the ACRL Academic Library Bibliographic Instruction Status Report 1972 (ERIC Document 072-823, published in 1973). Sixteen areas for data collection were identified. Cassette tape use within self-instructional/AV programs was one area to be considered. Project LOEX supplied a list of seventy-one academic libraries reporting use of cassette tapes. The questionnaire, (APPENDIX A) which was sent to these libraries, included most aspects of the original questionnaire as well as other questions requested by Project LOEX. The purpose of this report is to summarize the responses to the questionnaire on cassette tape use within self-instructional/AV programs.

Of the thirty-five (50%) libraries which returned the Task Force's questionnaire, only twenty-two (63%) responded that they did utilize cassette tapes in self-instructional/AV programs. Twelve institutions reported they did not use audio cassettes in this fashion, and one organization did not respond to the questionnaire. One questionnaire was returned, "addressee unknown." Thirteen of the twenty-two respondents cited a specific program title, three claimed no specific program title, four listed more than one program title, and two offered no response.

Not surprisingly, of fifty-three principal personnel involved in developing and executing these programs, thirty-one (58%) were Reference or special subject librarians. Library/LRC and Media Center administrators, specialists, support staff, and student assistants were also included as instrumental in program development. M.I.T.'s Barker Engineering Library also credited "narrators hired as needed...."

Principal Personnel Involved

	#	%
Library/LRC administrator	8	15
Subject librarian	11	20.7
Reference librarian	20	37.7
Library support staff	3	5.6
Media Center administrator	3	5.6
Audio-visual specialist	1	1.8
Audio-visual technician	1	1.8
Student assistant	2	3.7
Narrator	1	1.8
Invalid response	3	5.6
totals	53	99.3
No response	1	

Twelve programs (52%) were geared for institution-wide use. Seventeen percent of the programs were developed for one college, department, division, or discipline; another 17% for one specific course.

Scope of the Programs

	#	%
Institution-wide program	12	52.1
Program for one unit:		
Biology	1	4.3
Chemistry	1	4.3
Engineering	1	4.3
Did not specify	1	4.3
Program for one course:		
Education	1	4.3
Composition	1	4.3
Library instruction	2	8.6

	#	%
Other:		
Point-of-use	2	8.6
Invalid response	1	4.3
totals	23	99.4

The majority of programs (57%) were self-instructional and self-paced. Fourteen percent of the programs represented formal instruction as a part of regular class activities, while 11% were categorized as self-instructional programs as part of a regular class. Only one program, "Library Instruction, Library 1001", at the University of Texas at San Antonio, was a self-paced course offering one semester hour of credit.

Type of Program

	#	%
Formal library course with credit	0	--
Formal library course without credit	0	--
Formal instruction as part of regular class activities	4	14.2
Self-instructional program	16	57.1
Formal instruction not part of regular class activities:		
Tours	1	3.5
Did not specify	2	7.1
Other:		
Self-paced course with credit	1	3.5
Self-instruction as part of regular class	3	10.7
Point-of-use stations	1	3.5
totals	28	99.6

Participation in 62% of the programs was voluntary; 30% mandatory; and 8% mandatory for some aspects of the population and voluntary for others.

Possibly in response to studies which have shown instruction at the point of use to be the most meaningful, 63% of the libraries identified the site of instruction as the point of use. Thirteen percent utilized a classroom within the library. Odegaard Undergraduate Library at the University of Washington and Lamson Library, Plymouth State College had remote dial access systems available.

Site of Instruction

	#	%
At point of use in library	19	63.3
Classroom in library	4	13.3
Classroom outside library	2	6.6
Use anywhere	1	3.3
Other. Specify:		
Remote dial access	2	6.6
Did not specify	1	3.3
No response	1	3.3
totals	30	99.7

Although most (38%) programs were designed for any library patron, or as Barry College noted, any qualified library patron, ten organizations indicated their programs had multiple uses.

Status of Patron for which Program Intended

	#	%
New students	8	19.0
Undergraduate majors	8	19.0
Undergraduate non-majors	4	9.5
Graduates	4	9.5
Faculty	2	4.7
Any library patron	16	38.0
Special group. Specify:	0	--
totals	42	99.7

Interestingly, all programs were developed in this decade. No single year, however, could be recognized as the apex of cassette tape self-instructional program development. The newest program, at Carl Sandburg College, was not yet operational when the questionnaire was completed. Figures given in the following chart reflect dates indicated for individual programs--a library may have included more than one program in the survey.

Initial Date of Operation of the Program

		#	%
1970		4	15.3
1971		1	3.8
1972		4	15.3
1973		2	7.6
1974		4	15.3
1975		4	15.3
1976		4	15.3
1977		2	7.6
Not yet operational		1	3.8
	totals	26	99.3
No response		1	

In all cases, the programs cited were still continuing. One librarian, however, made no response to this query.

The attempt to quantify the number of times the program had been used, a vaguely-worded question, elicited imaginative responses from most librarians. Therefore, it was difficult to categorize the results. However, 35% had no available figures.

Number of Times Program Used

		#	%
0-25		4	20
400		1	5
3000		1	5
30,000		1	5
60 classes		1	5
5-10 quarters		2	10
2 semesters		1	5
Program not yet operational		1	5
Figures not available		7	35
Invalid response		1	5
	totals	20	100
No response		4	

Perhaps the most explicit point of information regarding the number of persons the program had reached since its inception, was that 35% of the libraries did not or could not offer figures on this issue.

Number of Patrons Reached Since Program's Inception

		#	%
0-100		2	11.7
400		1	5.8
1000-2000		3	17.6
3000-4000		3	17.6
30,000		1	5.8
Program not yet operational		1	5.8
Figures not available		6	35.2
	totals	17	99.5
No response		4	

Most programs (56%) were designed to reach only one person per single presentation. Some were adaptable to larger audiences as well.

Persons Instructed per Single Presentation

	#	%
One	13	56.5
2-25	6	26
105	1	4.3
Any number	1	4.3
Program not yet operational	1	4.3
Invalid response	1	4.3
totals	23	99.7
No response	1	

A consideration of the size of the population which could have been reached had the program been fully developed, also caused confusion and resulted in responses which were difficult to tabulate. Responses are listed below with no attempt to indicate trends.

Size of Population which Could be Reached

	#	%
One	1	5.5
300	1	5.5
1838	1	5.5
3000	1	5.5
5000	1	5.5
300 per year	1	5.5
5500 per year	1	5.5
500 per semester	1	5.5
Entire student body	3	16.6
Student body and faculty	3	16.6
Program not yet operational	1	5.5
Figures not available	3	16.6
totals	18	99.3
No response	4	

Additional instructional material, in some cases more than one type per program, was used in 31 instances. Bibliographies and other printed materials were the most frequently cited (25%) supplements.

Additional Instructional Materials Used

	#	%
Texts and detailed syllabi	7	22.5
Bibliographies and other printed materials	8	25.8
Slide/tape	6	19.3
Film	0	--
Film loops	0	--
Videotape	4	12.9
Other. Specify:		
Transparencies	3	9.6
Workbooks	1	3.2
Specialized sources	1	3.2
Did not specify	1	3.2
totals	31	99.7
Invalid response	1	
No response	2	

Twenty of 21 programs (95%) were locally produced. No additional information was given about the commercially-prepared program. Costs for local production varied significantly and seemed not to include personnel costs.

Source/Availability of Cassette Tapes

	#	%
Commercially produced	1	4.7
No response	2	
Manufacturer		
No response	1	
Cost		
No response	1	
Locally produced	20	95.2
Cost		
Under $100	1	5
Under $300	1	5
$1500	1	5
Insignificant	1	5
Cost of tape	3	15
No stated cost	13	65
No response	2	

A wide variety of special equipment was reported as necessary to support the programs. The University of Tennessee at Martin specified the most support equipment.

Special Equipment

	#	%
Audio-instruction stations	1	6.2
Caramate	1	6.2
Cassette recorder	3	18.7
Cassette cartridge	1	6.2
Continuous loop audio repeater	1	6.2
Ear plug	1	6.2
Handset	1	6.2
Headphones	1	6.2
Projection screen	1	6.2
Projector	1	6.2
Tape recorder	3	18.7
Videotape monitor	1	6.2
totals	16	99.4
No response	15	

Most (68%) of the programs were available to other libraries in some fashion. Pierce Library of the University of Wisconsin/Stout and Barker Engineering Library of M.I.T. included detailed price lists. Several libraries would duplicate the tape at cost if the requesting library sent a blank tape and a postage-paid mailer.

Availability to Other Libraries

	#	%
Available free of charge	3	15
Available for loan free of charge	3	15
Available for rent	0	--
Available for purchase:		
Price list included	2	10
$1 plus blank tape	1	5
$3	1	5
$5	1	5
At cost	1	5
$100	1	5
Not available	7	35
totals	20	100
No response	2	

Quantification of items such as the history of the programs or the conscious decisions made in planning the programs was difficult. However, the majority of respondents indicated the decisions to use the programs were 1.) desire for a general orientation (24%) or 2.) an awareness of the program as a possible timesaver (24%). It was impossible, however, to determine if the conscious decisions identified represented decisions to use cassette tapes or decisions to develop programs of bibliographic instruction. Lamson Library at Plymouth State College responded, "We wanted to try it!"

Conscious Decisions

	#	%
At faculty's request	1	4
Economics	1	4
In response to obvious need	3	12
Personalize instruction	3	12
Specific course supplement	2	8
Timesaver	6	24
Wanted a general orientation	6	24
Wanted to try it	1	4
Invalid response	2	8
totals	25	100
No response	2	

Methodologies employed in the administration of the programs varied widely. Tours, especially self-paced tours, and point-of-use instruction seemed to be the most popular; each absorbed 18% of the total. Only at the University of Texas at San Antonio was the grade earned from the program recorded for course credit.

Methodologies Supporting Administration of Program

	#	%
Continuous loop	1	4.5
General orientation	2	9
Grade recorded for course	1	4.5
Point-of-use	4	18
Posttest	2	9
Pretest	1	4.5
Slides	1	4.5
Tour	4	18
Workbook	1	4.5
Invalid response	5	22.7
totals	22	99.2
No response	5	

Costs for program development were impossible to quantify. The following chart lists the responses made to question 20. Brigham Young University cited an expense for a computer program to grade the posttests which were then forwarded to the student's instructor.

Program Expenses

	#
Equipment	
$100-150	2
$160-500	3
$1000-2000	3
$1.00 per student	1
Invalid response	2
No response	2
Materials	
$1-10	2
$11-100	4
$101-600	3
$2000	1
$1.00 per student	1
Negligible	1
Invalid response	2
Personnel	
None	1
Figures not available	1
Under $100	4
$100-500	2

	#
Over $500	1
$18 per student	1
Invalid response	2
No response	3
Other:	
Computer program ($600)	1
Figures not available	1
Invalid response	3
No response	4

Forty-two percent of the programs had been evaluated, while 57% had not been evaluated. Three libraries did not respond. Methods of evaluation were equally divided (1 vote each) among conferences and interviews, experimental and control groups, by other librarians, pretests and posttests, and student evaluations. Leeward Community College Library employed an independent consultant/evaluator whose report was still pending when the questionnaire was completed. Two librarians who indicated their programs were evaluated, did not detail the process. Results of the evaluation were favorable (57%) or led to a revision (14%). In one case, since the report was still outstanding, no action had yet been taken. One response was invalid. One questionnaire made no mention of the results of the evaluation.

In most cases (66%), all or part of the costs for the program were paid by the library/LRC. Six libraries reported costs were paid by the library as well as by another source. Vincennes University (Junior College) and Barker Engineering Library, M.I.T., partially supported their programs by sales of existing programs or by a nominal fee charged to program participants.

Costs for Program Paid by

	#	%
Library/LRC	18	66.6
Unit of the library	1	3.7
Special fund	2	7.4

		#	%
Grants		4	14.8
Other. Specify:			
Sales		2	7.4
	totals	27	99.9
No response		2	

Program lengths varied according to the use for which programs were designed. Self-paced tours had no specific time limit, while courses for credit were limited by time.

Program Length

		#	%
1-20 minutes		20	64.5
15-45 minutes		8	25.8
3-5 hours		1	3.2
10 hours		1	3.2
Self-paced		1	3.2
	totals	31	99.9
No response		3	

Brief narrative descriptions unveiled the fact that of fifty programs, 35 (70%) were geared to specific tools, 6% were walking tours, 14% represented general orientations, and 4% were detailed orientations. A list of specific sources for which cassette tapes were developed follows:

Cassette Tape Use for Specific Sources

	#	%
Biological Abstracts	1	
Book review indexes	1	
Card catalog	5	14.2
Chemical Abstracts	1	

	#	%
Dictionary of Occupational Titles	1	
Dissertation Abstracts	1	
ERIC	2	
Engineering Index	1	
Food Science	1	
GEODEX	1	
Government documents	2	
Government Reports Announcements & Index	1	
INSPEC Services	1	
Index Medicus	1	
Maternal & child nutrition	1	
Music sources (for majors)	1	
NASA-STAR	1	
NTIS	1	
PAIS	1	
Periodicals & indexes	4	11.4
Power technology	1	
Psychological Abstracts	2	
Psychology sources (for majors)	1	
Science Citation Index	1	
Vitamins & minerals	1	
	35	

Three responses were invalid, while no response was indicated on four questionnaires.

Scripts were available for 80% of the programs. In most cases they appeared to be free-of-charge (61%), 11% were available for a nominal charge, and one, the University of Texas at San Antonio, had made copies available through Project LOEX.

Mini-histories of the programs were sketched. Most were developed in recognition of a need (41%); 29% were experimental; one program was developed as one unit of a course; and one which began as a point-of-use instruction in RIE, was later adapted for class use.

Future plans for most (82%) programs called for revisions (41%) or expansion (41%). Vincennes University (Junior College) planned to expand the existing program and utilize the computer for the pretest and posttest phases.

Future Plans

		#	%
Revise		9	40.9
Keep using as is		1	4.5
Expand		9	40.9
No plans		2	9
Invalid response		1	4.5
	totals	22	99.8
No response		1	

Publicity was involved more times (62%) than not (33%). At the University of Texas at San Antonio the "Library Instruction course is described in the catalog and included in the schedule of classes." Barker Engineering Library at M.I.T. used a press release, while Wallace Memorial Library at Rochester Institute of Technology employed flyers and posters.

Publicity Involved

		#	%
No publicity		8	33.3
Publicity		15	62.5
Invalid response		1	4.1
	totals	24	99.9
No response		4	

Approximately half of the programs received faculty cooperation. Brigham Young University Library reported that "English Department personnel were on the development team." However, most other responses indicated faculty offered only recommendations or encouragement.

Most programs were completed utilizing existing staff as a part of regular or special assignments. It was difficult to categorize responses in this area.

Classification of the use of cassette tapes within the self-instruction/AV programs reviewed by the questionnaire seemed impossible. However, a few trends were noted. Most programs were produced by librarians as part of their day-to-day responsibilities. All programs had begun operation in this decade and were continuing. Most were institution-wide, self-instructional, and voluntary. Any qualified library patron was eligible to utilize them within the library. Bibliographies and other printed materials supported the programs. Development costs were paid by or absorbed by the library, often in concert with other sources of funding. Most scripts were available to other libraries, generally free-of-charge. Although almost all programs had been locally-produced, very little detailed information existed on production costs. The need for cost economics and/or the desire to free Reference or Public Service librarians from routine service for more specialized service had motivated many libraries. Most programs were self-paced tours or point-of-use instruction about specific tools, rather than general orientations, and were developed with minimal faculty cooperation. Many libraries did not formally evaluate their programs. In most cases, future plans included program revision or expansion. In summary, libraries seemed to support cassette tape use in self-instructional/AV programs in formats which conformed to local needs.

APPENDIX A

William
Russell
Pullen
LIBRARY

Georgia State University · 104 Decatur St., S. E. · Atlanta, Georgia 30303

January 18, 1977

Dear

As you know, the ACRL Bibliographic Instruction Task Force is sponsoring a survey of bibliographic instruction programs in academic libraries. The results of this survey will comprise a revision of the document Academic Bibliographic Instruction: Status Report 1972 (ERIC Document 072-823). This revision is necessary to avoid duplication of effort as well as to create an awareness within our profession of new programs and trends.

I am responsible for soliciting information in the area of cassette tape use within the category of self-instruction. Your assistance in completing the enclosed questionnaire is appreciated. Further, please send any samples, i.e. scripts, handouts, etc., as well as statistics. Present plans call for the completed report to be available either as an ERIC document or through Project LOEX. Thank you for your cooperation.

Cordially,

Pamela Austin Cravey

Pamela Austin Cravey
Reference Librarian

ACADEMIC LIBRARY INSTRUCTION
ACRL BIBLIOGRAPHIC INSTRUCTION TASK FORCE
REPORT ON CASSETTE TAPE USE WITHIN SELF-INSTRUCTIONAL/AV PROGRAMS

This questionnaire is intended to insure the exchange of information essential to identifying and developing academic instruction programs. Please complete the form as thoroughly as possible; attach sheets with additional information necessary to describe the program. Libraries with extensive programs should complete separate reports for each major component. Limit remarks to the area of cassette tape use within self-instruction/AV programs.

1. Date:

2. Name of reporting institution:

3. Name of program (to which one could refer to in correspondence):

4. Principal personnel involved in developing and executing program (include the name and positions of both library and non-library personnel):

5. Scope of the program:
   ___a. Institution-wide program.
   ___b. Program for one college, department, division, discipline, etc. Specify:

   ___c. Program for one course. Specify:

   ___d. Other. Specify:

6. Type of program:
   ___a. Formal library course with credit.
   ___b. Formal library course without credit.
   ___c. Formal instruction as part of regular class activities.
   ___d. Self instruction program.
   ___e. Formal instruction not part of regular class activity Specify:
   ___f. Other. Specify:

7. Participation in program is:
   ___a. Voluntary.
   ___b. Mandatory.

ACRL BIBLIOGRAPHIC INSTRUCTION TASK FORCE - QUESTIONNAIRE PAGE #2

8. Site of instruction:
    ___a. At point of use in library.
    ___b. Classroom in library.
    ___c. Classroom outside library.
    ___d. Intended for use anywhere.
    ___e. Other. Specify:

9. Status of patron for which program intended:
    ___a. New students.
    ___b. Undergraduate majors.
    ___c. Undergraduate non-majors.
    ___d. Graduates.
    ___e. Faculty.
    ___f. Any library patron.
    ___g. Special group (e.g., ethnic or racial minority, disadvantaged, high school or community group, etc.). Specify:
    ___h. Mixture of above or other. Specify: undergraduates, majors, graduate students.

10. Initial date of operation of the program (excluding planning):

11. Is the program continuing? ___yes ___no.

12. How many times has the program been used? _________

13. How many patrons has the program reached since its inception? (Estimate if exact figures are not available):

14. How many patrons does the program reach in a single presentatio ?

15. What is the size of the population (as indicated in #9) that could be reached if the program were fully developed?

16. Any additional instructional materials used were:
    ___a. Texts and detailed syllabi (include samples of printed materials as appendix).
    ___b. Bibliographies and other short printed materials (include samples of printed materials as appendix).
    ___c. Slide-tape.
    ___d. Film.
    ___e. Film loops.
    ___f. Videotape.
    ___g. Other instructional material. Specify: transparencies, filmstrips, slides.

ACRL BIBLIOGRAPHIC INSTRUCTION TASK FORCE - QUESTIONNAIRE PAGE #3

17. Indicate source and availability of cassette tapes and other materials mentioned in #16. If more than one category is marked in #16, use those letters in marking this question.
 ___a. Commercially produced. Specify manufacturer and cost:

 ___b. Locally produced. Specify production cost:

 ___c. Special equipment necessary. Specify:

 ___d. Availability to other libraries:
  ___1. not available.
  ___2. available free of charge.
  ___3. available for loan free of charge.
  ___4. available for rent. Specify:
  ___5. available for purchase. Specify:

18. Describe briefly the conscious decisions made in planning this program. Mention motivational factors. (Include any printed materials as appendix).

19. Describe precisely, but briefly, the operation of the program. Do not repeat information already given in 1-18.

20. Itemize the cost of the program:
 ___a. equipment.

 ___b. materials.

 ___c. personnel.

21. How has the program been evaluated? What were the results? (Include any printed materials as appendix.)

22. Costs for developing the program were paid by:
 ___a. The library.
 ___b. A unit of the library.
 ___c. A special fund.
 ___d. Grants.
 ___e. Other: Specify:

ACRL BIBLIOGRAPHIC INSTRUCTION TASK FORCE - QUESTIONNAIRE PAGE #4

23. Length of program...

24. Brief narrative description of program.

25. Are scripts available?________ (Include samples of printed material as appendix.)

26. Give a brief history of the program. (Was it experimental, permanent, temporary?, etc.)

27. What are future plans for the program? (Expand, revise?)

28. Was any publicity involved?___________ (Include samples of printed material as appendix.)

29. Was any faculty cooperation, contact, or involvement experienced in production and/or use?_____________ If so, explain.

30. Cite details of staffing time for production and presentation. Include mention of release time, preparation time and the like.

ACRL BIBLIOGRAPHIC INSTRUCTION TASK FORCE - QUESTIONNAIRE PAGE #5

31. Other remarks.

32. Name and address of person submitting report.

33. Name and address of person o be contacted for further information on the program (if different from # 24.)

Thank you. Please send this report to:

Pamela Austin Cravey, Reference Librarian
Pullen Library
Georgia State University
104 Decatur Street, S. E.
Atlanta, Georgia 30303

APPENDIX B

SUMMARY OF RESPONSES BY INSTITUTION

AZUZA PACIFIC COLLEGE - 3 self-instruction programs; point-of-use; no scripts available; developed 1970; contact: Edward Peterman, Marshburn Memorial Library, Azuza Pacific College, Highway 66 and Citrus Ave., Azuza, CA 91702.

BARRY COLLEGE - many self-instructional programs coordinated with faculty to meet individual course requirements; point-of-use; scripts available; developed 1974; contact: Sister Marie Martha Kennedy, Barry College Library, 11300 N.E. 2nd Ave., Miami, FL 33161.

BRIGHAM YOUNG UNIVERSITY - library tour assigned by instructors; posttest, graded; scripts available; developed 1970; contact: Marvin E. Wiggins, 3224 HBLL, Brigham Young University, Provo, Utah 84601.

CALIFORNIA LUTHERAN COLLEGE - formal self-instructional as part of class; point-of-use; scripts available; developed 1974; contact: Aina Abrahamson, Library Director, California Lutheran College Library, Thousand Oaks, CA 91360.

CARL SANDBURG COLLEGE - formal instruction as part of regular class activities when requested; point-of-use; not yet operational; contact: Jerilyn K. Oltman, Learning Resources Center, Carl Sandburg College, 2232 S. Lake Storey Road, Galesburg, IL 61401.

DEKALB COMMUNITY COLLEGE-SOUTH CAMPUS - part of required freshman orientation program; usable anywhere; developed 1975; contact: Irwin Simpkins, DeKalb Community College, South Campus, 3251 Panthersville Road, Decatur, GA 30034.

HARVARD UNIVERSITY (CABOT SCIENCE LIBRARY) - Biological Abstracts point-of-use tape; developed 1977; contact: Eva S. Jonas, Reference Librarian.

LEEWARD COMMUNITY COLLEGE - institution-wide program; required in Language Arts; point-of-use; developed 1971; contact: Floyd Cammack, Public Service Librarian, Leeward Community College, 96-045 Ala Ike, Pearl City, HI 96782.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY (BARKER ENGINEERING LIBRARY) - 10 programs available for sale; contact: Katharine G. Cipolla, Media Services Librarian.

NORTHERN VIRGINIA COMMUNITY COLLEGE, ALEXANDRIA CAMPUS - self-guided tour of library; institution-wide program; for any library patron; developed 1972, rev. 1975; scripts available; contact: Kathy Jordan, Public Services Librarian.

OBERLIN COLLEGE - use of Biological Abstracts; point-of-use or classroom in library; developed, 1977; scripts available; contact: Kathryn Weil, Science Librarian, Kettering Building, Oberlin College, Oberlin, Ohio 44074.

PLYMOUTH STATE COLLEGE (LAMSON LIBRARY) - tour of library and introduction to card catalog; remote access system; developed 1973; scripts available; contact: R.V. McDermand, Coordinator of Public Services.

ROCHESTER INSTITUTE OF TECHNOLOGY (WALLACE MEMORIAL LIBRARY) - taped tour; voluntary institution-wide program; developed 1972; scripts available; contact: Lois Goodman, Head, Public Services, Wallace Memorial Library, Rochester Institute of Technology.

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY - tour; developed 1975; scripts available; contact: Howard Curnoles, University of Maryland, Baltimore County, Library, 5401 Wilkens Ave., Baltimore, MD 21228.

UNIVERSITY OF SOUTH CAROLINA - guide to periodical indexes (audiotape with workbook); point-of-use; developed 1976; scripts available; contact: Joyce C. Werner, Head, Reference Department, Thomas Cooper Library, University of South Carolina, Columbia, S.C. 29208.

UNIVERSITY OF TEXAS AT SAN ANTONIO - tour as part of required course; developed 1976; scripts available through LOEX; contact: Joan C. Schmelzle, Library Instruction Librarian, The University of Texas at San Antonio, San Antonio, Texas 78285.

UNIVERSITY OF WASHINGTON (ODEGAARD UNDERGRADUATE LIBRARY) - institution-wide; point-of-use; developed 1972?; scripts available; contact: Philippa Dolphin, Odegaard Undergraduate Library, University of Washington, Seattle, 98105.

UNIVERSITY OF WISCONSIN, STOUT - 4 programs: tour, Index Medicus, Dissertation Abstracts, Psychological Abstracts; price list available; contact: Ruth Pralle, Reference/Instruction Librarian, Media Retrieval Services, Pierce Library.

VALDOSTA STATE COLLEGE - ERIC program; point-of-use; developed 1974; script available; contact: Betty L. Douglas, Assistant Reference Librarian, Valdosta State College Library, Valdosta, GA 31601.

VINCENNES UNIVERSITY (JUNIOR COLLEGE) - "Making It in the Library" - Comp. I Learning Module; mandatory if pretest is not passed; developed 1972-73; script not available; contact: Robert Slayton, Director, Learning Resources Center, Vincennes University (Junior College), Vincennes, Indiana 47591.

WINTHROP COLLEGE (DACUS LIBRARY) - voluntary; point-of-use; Chemical Abstracts; developed 1973; script is available; contact: Trish Ridgeway, Head, Reference Department, Dacus Library, Winthrop College, Rock Hill, S.C. 29733.

5

Transparency Use in Audio-Visual Self-Instruction Programs

1977

Phyllis Stephens
Eisenhower Library
Johns Hopkins University

66

TRANSPARENCY USE IN AUDIO-VISUAL SELF-INSTRUCTION PROGRAMS

This questionnaire is part of a larger survey intended to keep the library profession informed of new programs and trends in academic library bibliographic instruction. You can assist with the survey's goal by filling out the questionnaire as fully as possible with information on your library's USE OF TRANSPARENCIES IN AUDIO-VISUAL SELF-INSTRUCTION PROGRAMS. *If necessary, attach additional sheets to describe relevant programs. Reporting libraries that have extensive programs should complete separate reports for each major component.*

1. Date:

2. Name of reporting institution and libraries within institution:

3. Name (to which correspondents can refer) of audio-visual self-instruction program using transparencies:

4. Names and positions of principal personnel (both library and non-library) involved in developing and operating the program:

5. Was there any faculty contact or involvement in developing and operating the program?

   Yes: 8

   No: 3

6. Scope of the program:

   9 A. Institution-wide program.
   1 B. Program for one college, department, division, discipline, etc. Specify: English composition
   1 C. Program for one course. Specify:
   2 D. Other. Specify: General library orientations

7. Type of program:

5 A. Formal library course with credit.
1 B. Formal library course without credit.
4 C. Formal instruction as part of regular class activity.
3 D. Formal instruction not part of regular class activity. Specify:
2 E. Other. Specify: Point-of-use, self-service, anytime, or to classes on request. Ten-minute program, at convenience of student.

8. How is the availability of the program made known to library users?

See supplementary pages for responses.

9. Site of audio-visual self-instruction program is:

7 A. Classroom in library.
3 B. Classroom outside library.
5 C. At point-of-use in library.
4 D. Other area in library. Specify: Remote access stations in library.
1 E. Intended for use anywhere. — Residential college libraries, reserve room.
F. Other. Specify: — Media and microform center.
— Audio Visual Dept. and Government Publications

10. Level of intended audience for the program:

4 A. New students.
5 B. Undergraduate majors.
5 C. Undergraduate non-majors.
4 D. Graduates.
1 E. Faculty.
5 F. Any library patron.
1 G. Special group (e.g., ethnic or racial group, disadvantaged, high school or community group, etc.). Specify: All groups given as examples.
2 H. Combination of above or other. Specify:

11. Is the program continuing? If answer is no, why not?

Yes: 9
No: 1

12. How many patrons have utilized the program? (Estimate if not known.)

See supplementary pages for responses.

13. What is the size of the population (as indicated in number 10) that could be reached by the program?

90 students this semester
300
2,000
3,000
5,000
5,500 per year
7,800
32,000
1,000,000

14. Indicate source of transparencies:
7 A. Locally produced within the library.
5 B. Locally produced outside the library.
2 C. Commercially produced.

15. If transparencies are locally produced, producers are:
8 A. Librarians.
9 B. Media specialists.
___ C. Other. Specify:

16. If transparencies are produced within the library, give production cost and special equipment needed.
20¢ per slide, total cost of $500-1,000 per program.
20¢ per slide.
25¢ per slide.

17. If transparencies are commercially produced, give manufacturer and cost.
See supplementary pages for responses.

18. List titles of reference tools for which transparencies are used in self-instruction programs. Include card catalog if applicable.
See supplementary pages for responses.

19. What other instructional materials are used with the transparencies in the self-instruction program:
5 A. Texts and detailed syllabi (include samples of such material, if possible). See supplementary pages for texts specified here.
6 B. Bibliographies and other short printed materials (include samples, if possible).
9 C. Recorded sound tapes.
5 D. Other instructional material. Specify:

20. Indicate source of supplementary instructional materials checked in number 19. If more than one category is checked in number 19, use those letters in marking this question.
9 A. Locally produced. Specify production cost:
2 B. Commercially produced. Specify manufacturer and cost:
2 C. Special equipment necessary. Specify:

21. Are printed copies of transparencies also used as handouts and/or at the point-of-use?

Yes: 5
No: 6

22. Indicate availability of transparencies to other libraries:
1 A. Available for loan free of charge.
__B. Available for distribution free of charge.
__C. Available for rent. Specify:
1 D. Available for purchase. Specify:
10 E. Not available.

23. Has any member of your library staff participated in a workshop in transparency design and production?

Yes: 5
No: 6 (one "no" respondent said staff had professional photographic and media degrees, plus considerable experience in this area.)

24. Describe briefly the decisions made in planning transparency use in your audio-visual self-instruction program.

See supplementary pages for responses.

25. Describe briefly the operation of the program. You do not need to repeat information given above.

See supplementary pages for responses.

26. Has transparency use in the audio-visual self-instruction program been evaluated? If so, how? What were the results? (Include any available printed materials.)

Yes: 5
No: 4

See supplementary pages for responses.

27. What future plans do you have in this area?

See supplementary pages for responses.

28. Name, position, and address of person submitting report:

29. Name, position, and address of person to be contacted for further information (if different from number 28):

Thank you. Please return this report and any accompanying material by March 5, 1977. Send to: General Reference Department
The Milton S. Eisenhower Library
The Johns Hopkins University
Baltimore, Maryland 21218

SUPPLEMENTARY PAGES

8. Responses offered were:
   - -Signs, handouts, word of mouth from instructors.
   - -Library manual, education handouts, class presentations.
   - -Newsletters, workshops, labs.
   - -Through faculty.
   - -School catalog.
   - -College catalog, schedule of classes.
   - -Personal contact with faculty.
   - -Is on a remote-access system.
   - -Through publications of Office of Student Affairs and through Residential Life Programs.
   - -University catalog and schedule of courses (a required course).
   - -University catalog, student newspaper and radio station, bulletin boards, individual contacts.

12. Responses offered were:
    - -Hardly used.
    - -72 students are using the program this semester.
    - -100.
    - -1,000.
    - -1,000 in 1975-76.
    - -1,500.
    - -6,000 each year.
    - -6,000 from 1968-70.

17. The only library to respond with information in this area was Shelby State Community College, Memphis, Tennessee. An extensive list of commercially-produced transparencies is in the attachments they submitted with their questionnaire.

18. Responses offered were:
    - -Card catalog: 5.
    - -Unit of about 10 government publications: 2.
    - -Readers' Guide: 2.
    - -Group of periodical indexes: 2.
    - -Set of 6 Wilson indexes: 1.
    - -LC subject headings: 1.
    - -ERIC: 1.
    - -Monthly Catalog: 1.
    - -Some legal materials: 1.

SUPPLEMENTARY PAGES (continued)

19. Two titles were mentioned in response to "A." They are:
    - Gates, Jean Key, Guide to Use of Books and Libraries.
    - Carman, Robert A., Study Skills: A Student's Guide to Survival.

24. Responses were:
    - Decisions were made by the faculty.
    - Drew upon staff awareness of student needs, plus library literature and workshops.
    - Decided what materials students at the university needed.

25. The only response was:
    - Library Orientation and Instruction Committee conveys needs.

26. Responses as to how transparency use was evaluated were:
    - By test of knowledge gained.
    - Only orally.
    - By faculty.
    - As part of a general evaluation of course-related library instruction; with favorable results.

27. Responses were:
    - Increase and improve use.
    - Continuing development.
    - Expanding into special indexes.
    - Continuing efforts.
    - Change as the needs of the students change.
    - No plans at present (program is inactive).
    - To develop additional self-instruction programs for course-related research skills.

#6

A Survey of Computer Assisted Instruction in Academic Library Instruction

1977

Cynthia Amann

Completed while at King Library
University of Kentucky
Lexington, KY 40506

COMPUTER ASSISTED INSTRUCTION IN ACADEMIC LIBRARY INSTRUCTION

Although there seems to be widespread interest in computer assisted instruction in teaching library use, unfortunately there does not seem to be too many libraries with active and successful programs. Out of the sixteen questionnaires sent to libraries thought by LOEX to have existing CAI programs, eight were sent back. In addition to the information provided by these eight questionnaires, I had access to a limited amount of information about programs at three additional institutions; this increases the information available on CAI to eleven out of sixteen institutions.

Four libraries reported that they do not have CAI programs. I received replies from two: the Marriot Library at the University of Utah and the Orange Coast College Library. In a previous inquiry a colleague of mine was notified by Jean A. Major, former head of Ohio State Undergraduate Libraries,and Honora A. Shaughnessy of the University of Calgary that CAI was not in existence at their libraries.

Two institutions sent letters indicating that their CAI programs no longer exist. June I. Hicks of Dartmouth College Library reported that after a three year experimental period, the library discontinued its program because it "did not receive enough use to justify the expense required to maintain it. Probably the reason it did not receive more attention was because we failed to publicize it adequately." Mr. John Ullian of the College of St Thomas simply stated that their CAI program no longer exists.

One university related that it plans to implement a CAI program in the near future. Lynne M. Blair of the University of Illinois Undergraduate Library stated that they have committed funds for the purchase of three PLATO terminals and will be working on developing CAI in the near future.

Of the four institutions which presently have a working CAI program, only the University of Denver seems to be operating on a full scale; unfortunately, the University of Denver did not answer the questionnaire. Of the three remaining libraries, the University of Illinois Law Library has only demonstrated its system and plans to begin full operation in the summer of 1977. The University of Arizona, Tucson, views its program as experimental, but it has been used for two semesters. Finally, Southern Alberta Institute of Technology seems to have misunderstood the questionnaire; the program that is described does not seems to be CAI, but rather an audio/visual program which utilizes a computer to grade tests and measure effectiveness of instruction.

Of the two reporting institutions, both gave moderate estimates of the time needed to develop their programs. University of Illinois Law Library relates that one programmer worked for three months with a 1/4 released time librarian to prepare the CAI for the federal documents collection. University of Arizona, Tucson, reports two librarians spent approximately 60+ hours over a three week period creating its CAI program aimed toward students (mostly freshmen) in Speech 2.

Both libraries noted that it is difficult to give a detailed cost analysis of their programs. University of Illinois Law Library stated that computer time was free, but the terminals cost $1200 plus phone lines. University of Arizona, Tucson, does not pay for use time either, but did not give costs for the terminals.

University of Arizona, Tucson, describes faculty cooperation as one of the problems of its CAI, along with the fact that the Computer Center was not near the library. University of Illinois Law Library has consulted a legal writing professor who will also be a party in future grant planning.

Since University of Arizona, Tucson, CAI is aimed toward one particular class, publicity is not as important, although it was noted that the lack of extensive publicity may be one cause for the disappointing student use. University of Illinois Law Library has only been demonstrated so there has been no attempt to publicize the program as yet.

There has not been much done to evaluate the program at University of Arizona, Tucson; they report "subjective reaction only." University of Illinois Law Library, of course, has not attempted any evaluation at all since the CAI has not been fully implemented.

Both institutions hope to expand their CAI programs in the future. University of Illinois Law Library is applying for funds to employ a full-time librarian and programmer for one to two years in order to develop programs on all aspects of documents aqd legal research. University of Arizona, Tucson, plans to update, revise, and expand its CAI to include branch programs of sample strategies and reference tools for specific subjects.

Many institutions recognize the potential of computer assisted instruction in academic library instruction but on the whole CAI seems to be a victim of universal monetary cutbacks in libraries. Perhaps in the future more will be done to develop and expand this intriguing area of library instruction.

REPORTING INSTITUTION	DATE	TITLE OF CAI PROGRAM	PREPARATION TIME	STATUS OF PATRON
University of Illinois Law Library	1/13/77	PLATO Reference Service	1 FTE programmer-3 mos. 1/4 released time librarian	any library patron
University of Arizona, Tucson	2/28/77	A Beginning Library Research Strategy	3 weeks by 2 authors 60+ hours in writing, programming & testing	Speech 2--freshmen & some upperclassmen

SITE OF CAI	STATUS OF PROGRAM	COST	AVAILABILITY OF MATERIALS TO OTHER LIBRARIES
Law Library	Experimental	Terminals-$1200 plus phone line computer time free	In future
Campus Computer Center	Experimental	do not know	Available free of charge

CONTACTS FOR FURTHER INFORMATION

Existing programs:

University of Arizona Library A349
Ms. Shelley Phipps
Orientation Library
Tucson, Arizona 85721

University of Denver
Penrose Library
University Park
Denver, Colorado 80210
Patricia Culkin

University of Illinois Law Library
Carol Boast
104M Law Building
Champaign, Illinois 61820

Plans for future program:

University of Illinois Undergraduate Library
Lynne M. Blair
Urbana-Champaign, Illinois 61820

#7

General Library Skills Courses Offered for Credit

1977

James Rettig

Murray State University

Contents

Report Form, General Library Skills Courses for Credit

page 1

General Library Skills Courses Offered for Credit

page 4

Institutions Offering a General Library Skills Course for Credit

page 12

Tabular Information on General Library Skills Courses Offered for Credit

page 22

Summary of Selected Tabular Information

page 27

Institutions With Discontinued General Library Skills Courses for Credit

page 28

Index

page 29

General Library Skills Courses for Credit

ACRL's Bibliographic Instruction Task Force Report Form

This form is intended to gather information essential to librarians developing and improving academic library bibliographic instruction courses for credit. Please fill it out as completely as possible. Attach continuation sheets if necessary to describe adequately your general library skills course offered for credit.

1. Date:

2. Name of reporting institution:

3. Title of course (which one could use in correspondence):

4. Principal personnel involved in developing and teaching course (include names and positions of library and non-library personnel):

5. What department(s) grant the course's credit?

6. Participation in course is: ___A. Elective. ___B. Required.

7. How many units of credit does a student earn in the course? Semester or quarter credits?

8. Site of instruction:
   ___A. At point of use in library.
   ___B. Classroom in library.
   ___C. Classroom outside library.
   ___D. Other. Specify:

9. Status of persons for whom course is intended:
   ___A. Undergraduate students.
   ___B. Graduate students.
   ___C. Faculty.
   ___D. Special group (e.g., ethnic or racial minority, etc.)
   ___E. Several of the above or other. Specify:

10. Does course involve independent study? ___yes ___no

11. What grading method is used? ___pass/fail ___letter grades

12. Is student grade contract used? ___yes ___no

13. Date course was first offered:

14. How many times has the course been offered?

15. History of course: Is it experimental, temporary, permanent?

16. Who teaches the course? Librarian(s)? Other faculty?

17. How many have taken the course since its inception? (Estimate if exact number is not available.)

18. How many take the course in a single term?

19. What is the size of the population (as indicated in #9) the course could reach if it is fully developed?

20. Instructional methods used are:
___A. Tour.
___B. Lecture.
___C. Exercises.
___D. A-V. Specify:
___E. Printed programmed materials.
___F. Text(s). Specify:
___G. Guides/bibliographies.
___H. Tests.
___I. Other. Specify:

21. Indicate source and availability of materials checked in #20. If more than one category is checked in #20 use those letters in marking this question.
___A. Commercially produced. Specify manufacturer and cost:

___B. Locally produced. Specify production costs:

___C. Special equipment necessary. Specify:

___D. Availability to other libraries:
    ___1. Not available.
    ___2. Available free of charge.
    ___3. Available for loan free of charge.
    ___4. Available for rent. Specify:
    ___5. Available for purchase. Specify:
(Please submit samples of syllabi, exercises, etc.)

22. Describe briefly the conscious decisions made in planning the course. (Include printed materials as appendix.)

23. How much staff time does course preparation require? Teaching time? How much of this is release time?

24. If available please provide cost/analysis and budget details. (Include printed materials as appendix.)

25. Describe faculty cooperation and involvement in the course.

26. Are course assignments related to or combined with assignments in students' other courses? How?

27. How has the course been evaluated? What were the results? (Please submit results; included printed materials as appendix.)

28. How is course publicized? (Include printed materials.)

29. What are future plans for the course? (Include printed materials.)

30. What is your opinion of a separate course compared to course related instruction and assignments?

31. Name and office address of person submitting report

32. Name and address of person to be contacted for further information on the course: Check here if same as #31: ___

Thank you for your time and cooperation. Please return this report and samples of instructional and other relevant materials by February 15, 1977 to:

James Rettig
522 Whitnell Avenue
Murray, KY 42071

ACRL BIBLIOGRAPHIC INSTRUCTION TASK FORCE

General Library Skills Courses Offered for Credit

The survey of general library skills courses offered for credit confirmed that interest in such courses has increased in the last five years. Seventy-two institutions reported on 76 courses. Most are rather young courses. Sixty-five were first taught in 1970 or later, 28 in 1975 or later. If the trend continues more institutions will offer such a course in the next few years. Several are old courses; for example, the University of Oregon has offered its course for over thirty years.

The content, number of credits, purposes, and means of evaluation of such courses have not changed much in the last few years. Hannelore Rader's description of these still applies.[1]

The courses are generally designed to introduce students to the resources of their college's library and the use of those resources. Most courses are for one or two credits. This allows students to take the course along with another requiring considerable use of library resources. Indeed, at several schools a student cannot take the bibliography course unless he is enrolled in a course requiring a term paper. Several libraries compress the course into the first half of the term so the students have mastered basic research skills by the time they begin work on term papers. Since these courses generally require each student to prepare an extensive bibliography on a subject of his choice, the teacher is able to relate bibliographic instruction to assignments in other courses. The bibliography is usually the bibliography the student needs to prepare before writing a term paper for another course.

---

[1] Hannelore B. Rader, "Formal Courses in Bibliography," in *Educating the Library User*, ed. John Lubans (New York: Bowker, 1974), pp. 279-86.

Sixty-nine of the 76 courses are taught by librarians. At many libraries the staff team teaches the course. Even when librarians from other departments teach units of the course in their areas of expertise (e.g., cataloging), the public services department usually has overall responsibility for the course. Most librarians must fit teaching and preparation time into regular work schedules. Very few have release time for these duties. Preparation time varies greatly; no generalizations can be made. The three courses taught by other faculty are taught by faculty in the library science department. Various departments such as library science, humanities, or English sponsor credit for the courses. No pattern is discernible.

Methods and materials of instruction differ little from those used in other college courses. In 40 of the courses at least some of the teaching is done at the point of use of materials in the library. Librarians apparently believe hands on experience with library resources is very important. Fifty of the courses use a classroom in the library for at least some, if not all, instructional sessions.

Nearly all courses involve lectures, exercises, and tests. A considerable number also use introductory library tours and text books. Jean K. Gates's Guide to the Use of Books and Libraries, 3d ed. (New York: McGraw-Hill, 1973), is the one used most. Several libraries use text books written by the library staff. These are generally similar to Miriam Dudley's Workbook in Library Skills: A Self-Directed Course in the Use of UCLA's College Library (Los Angeles: University of California Library, 1973) and allow for considerable self-instruction. Aside from transparencies, the most heavily used audio-visuals are synchronized slide-tape presentations on various library resources such as the catalog, the Readers' Guide to Periodical Literature, or ERIC. Nearly half the courses involve independent study. Since respondents interpreted the meaning of independent study in many ways this information's significance is questionable.

Although the objective of these courses is to teach the students enough about their college's library and its resources that they can demonstrate their ability to use them properly, few libraries have attempted to evaluate their courses in terms of these objectives. Most have depended upon their own or the college's standard student course evaluation form for course evaluation. These evaluate student reactions, however, and not student abilities. None reported less than favorable reactions. The courses seem to convince students of the value of bibliographic instruction. Some librarians use final tests to determine how much students have gained from the course.

Nearly all the courses are listed in the college catalog and the semester's (or quarter's) course schedule. Several respondents wrote that satisfied students who have completed their course and recommend it to friends give it its best publicity. Other forms of publicity used are posters, personal contact with students, campus radio announcements, and letters about the course to faculty advisors. Faculty involvement in the courses, with the exception of those few they team teach with librarians, usually does not go beyond recommending it to students during academic advising sessions when students select courses. As advisors to students faculty support for library skills courses ranges from very poor to very good.

Since most general skills courses are considered a part of the library's overall service operation to its college, very little information on cost analysis or budgets is available. One respondent argued against subjecting courses to cost/benefit analysis since,

> They will never pass any test of efficiency like this. They require considerable time in preparation and reach only a tiny part of the student body. At the same time, they produce many non-quantifiable side-benefits to the library and the instruction program.[2]

Despite the merits of this argument, some librarians would like such information on courses offered at other schools. Most respondents to the question on cost replied that the major cost is salary for the librarian or librarians teaching the course. Several said this cost would be in the library budget even without the course since the librarians would be on the staff and engaged in other projects.

Cost figures are available from only two institutions. Indiana University-Purdue University at Fort Wayne calculates it costs $0.89 per student to produce for each a copy of the library handbook, eight guides to resources (e.g., indices, biographical sources), and the course syllabus (including exercises).[3] The University of Texas at San Antonio has estimated the 1977-78 fiscal year cost for its required, one semester credit course taken by 500 students a term. Salary for a clerk-typist, work-study wages, computer time, printing, and other operational costs will come to $10,140.00.[4] This does not include the salaries for the equivalent of two full time librarians. This is not representative, however. The course is a required course, one of only three reported. It also involves maintainance of twenty portable tape players with headphones and is a self-instructional course similar to the one developed by Miriam Dudley at UCLA. Since most of the courses have a more traditional format of classroom presentations, these figures do not apply to any other programs and cannot support any conclusions other than that the University of Texas at San Antonio is probably the envy of other institutions.

---

[2] Charles Brownson (Christopher Newport College) to James Rettig, 18 January 1977, Project LOEX files, Ypsilanti, Michigan.

[3] Judith L. Violette to James Rettig, n.d., Project LOEX files, Ypsilanti, Michigan.

A major concern of librarians engaged in any form of bibliographic instruction is that students retain lessons learned. This has led to debate over the value of course related instruction compared to the value of a separate course. Many have concluded that both forms of instruction have a place in a comprehensive library use instruction program and satisfy different needs. Yet each also has its partisans. Some respondents argued in favor of one over the other.

---

[4] Michael F. Kelly to Berry Sutherland, Memorandum on Library Instruction Course Budget 1977-78 (University of Texas at San Antonio), 13 January 1977, Project LOEX files, Ypsilanti, Michigan.

Those who prefer course related instruction generally do so because they believe a student will retain what he learns in an instructional session since it coincides with a need. They believe the exercises of a separate course create artificial needs and anything a student learns doing them will not stick with him as much as what he learns while satisfying a need he feels strongly. They add that course related instruction reaches more students than does an elective separate course. They also argue that in course related instruction faculty know how much bibliographic knowledge they can expect their students to have.

Proponents of the separate course say students view course related instruction as an isolated event of minimal importance since it is usually crammed into a single class period. They say a whole course solves this problem and also gives the librarian the freedom to determine content of bibliographic instruction. In course related instruction the librarian, they contend, is too often limited by the teacher's perception of the students' needs. Course related instruction teaches them about resources related to a praticular course's requirements whereas a separate course introduces them to the library's full range of resources and equips them with concepts about search strategy and types of resources to guide their other library use.

Several respondents returned the report form unanswered because their libraries no longer offer a course. Two things explain this. First, several libraries had to discontinue their courses because of institutional budget cuts. Second, several discontinued theirs voluntarily because the librarians believed they were spending too much time reaching too few students to the neglect of others.

Large schools and small schools, universities and community colleges offer general library skills courses for credit. They enroll as few as one and as many as 500 or more students a term. Some are required; most are elective. This variety does not allow one to draw conclusions about specific environmental conditions necessary for development or continuance of such a course. Undoubtedly unless the librarians have the desire and energy to make the environment in their institution hospitable to such a course, they will not have such a course. None of the respondents indicated the initiative to establish their course came from their college's administrators. All who commented on this issue said the librarians provided the initiative after recognizing the need for such a course. Since awareness of this need is ever increasing, the number of institutions offering a general library skills course for credit will probably increase.

Institutions Offering a General Library

Skills Course for Credit

In the list the following order is observed: name of contact person, name and address of library and college or university, title of course or courses offered.

Kathryn K. Fennessy
Herrick Library
Alfred University
Alfred, NY 14802
Library Research Methods

Douglas O. Michael
Director of the Library
Allegany Community College
Box 1695
Willow Brook Road
Cumberland, MD 21502
Library Resources

Larry Zysk
Director
Aquinas College Library
1607 Robinson Road S.E.
Grand Rapids, MI 49506
Basic Library Skills

Orientation Librarian
University Library
Arizona State University
Tempe, AZ 85281
Liberal Arts 101: The Use of Research Libraries

Mrs. Doris K. Colby
Aurora College Library
Aurora, IL 60507
IS 10A: Library Resources and Techniques of Search

Dr. Thomas V. Atkins
Library
Baruch College
155 East 24 Street
New York, NY 10010
Library 1001: Basic Library Skills

Sharon K. Perry
Library--Reference Department
California State University, Fullerton
Box 4150
Fullerton, CA 92634
Library 201: Introduction to Library Resources
Library 300: Elements of Bibliographic Investigation

Judith Jarrell
Capitol Institute of Technology
10335 Kensington Parkway
Kensington, MD 20795
Course is a part of English Composition 1

Milimir Drazic
Library Director
Castleton State College
Castleton, VT 05735
Library Services and Resources

Cecily J. Little
Assistant to the Director of Libraries
Central Michigan University
Mount Pleasant, MI 48859
Introduction to the Library

Selvin W. Royal
Margaret Denam
Department of Library Science and Instructional Technology
Central Missouri State University
Warrensburg, MO 64093
Use of the Library

Charles Brownson
Captain John Smith Library
Christopher Newport College
P.O. Box 6070
Newport News, VA 23606
Library Research ar[illegible] Bibliography

Ravinda N. Sharma
Reference Librarian
Colgate University Library
Hamilton, NY 13346
Information Sources and Their Application to Research

Kathleen Pilcher
Associate Director of the Library
College of Charleston
Charleston, SC 29401
Library 101: Introduction to Bibliography and Research Methods

Robert Krogh
College of the Redwoods
Eureka, CA 95501
English 24: Use of the College Library

Hannelore Rader Delgado
Coordinator, Education-Psychology Division
Center of Educational Resources
Eastern Michigan University
Ypsilanti, MI 48197
Library Orientation

Mary A. Hupp
Coordinator of Library Science Program
Fairmont State College
Fairmont, WV 26554
How to Use a Library

Linda Bardenstein
Gallaudet College Library
7th Street & Florida Avenue N.E.
Washington, DC 20002
Introduction to the Library

Mrs. Marilyn T. Thompson
Head Librarian
George Williams College Library
555 Thirty-first Street
Downers Grove, IL 60515
English 131: Methods of Library Research

Judith D. King
304 Zumberge Library
Grand Valley State Colleges
Allendale, MI 49401
Library Research Skills

Elois A. Morgan
Reference Librarian
C. P. Huntington Library
Hampton Institute
Hampton, VA 23668
Effective Use of Library Materials

Ned Tuck
Library
Indian Valley Colleges
Novato, CA 94947
Library Skills

Judith L. Violette
Head, Reference Department
Walter E. Helmke Library
Indiana University-Purdue University at Fort Wayne
2101 Coliseum Boulevard East
Fort Wayne, IN 46805
Library Skills W101

Mary Ellen Verzaro
Ithaca College Library
Ithaca, NY 14850
Library Resources and Methods of Research

Van H. Veatch
Jackson State Community College Library
Jackson, TN 38301
Career Research

Virginia M. Quiring
Assistant Director
Kansas State University Library
Manhattan, KS 66506
Independent Study--Library

Sandra K. Ready
Box 19
Mankato State University
Mankato, MN 56001
Library Utilization

Mrs. Gertrude C. Davis
Martha S. Grafton Library
Mary Baldwin College
Staunton, VA 24401
Information Resources

Sr. Mary Rusaw, SSJ
Augsburg Memorial Library
Mater Dei College
Ogdensburg, NY 13669
English 103: College Library Skills

Wilma Hendrix
Coordinator of Public Services
Memphis State University Library
Memphis, TN 38152
2010 LIBRY: Use of Library Materials, Resources and Bibliography

Celia S. Perez-Stable
Head Librarian
North Campus Library
Miami-Dade Community College
Miami, FL 33167
LIS 101: Library Research Clinic

William C. Lowe
D. H. Hill Library
North Carolina State University
P.O. Box 5007
Raleigh, NC 27607
UNI 495 J: Information and Society

Mrs. Elizabeth Schuetz
Pickler Memorial Library
Northeast Missouri State University
Kirksville, MO 63501
LM110: Use of Library Resources

Roberta Henderson
Reference Librarian
Northern Michigan University
Marquette, MI 49855
Library Science 101: Introduction to Library Resources

Thomas Lewandowski
Royal Oak Campus
Oakland Community College
703 South Center Street
Royal Oak, MI 48067
Title not given.

John Campbell
Librarian at Large
Occidental College Library
1600 Campus Road
Los Angeles, CA 90041
Books, Libraries, and Scholarship

Ray Morrison
Benner Library and LRC
Olivet Nazarene College
Kankakee, IL 60901
Use of Books and Libraries

Mrs. Marion MacInnis
Director
Oklahoma City University Library
2501 North Blackwelder
Oklahoma City, OK 73106
Library Science 2001

Doug Mason
Instructional Librarian
Orange Coast College
2701 Fairview Road
Costa Mesa, CA 92626
Library Survival

Laurel Maughan
Project Librarian
Library Services Enhancement Program
Oregon State University Library
Corvallis, OR 97331
UNIV 210X: Introduction to the Library

Diane Mary Parker
West Campus
Pasco-Hernando Community College
New Port Richey, FL 33552
Introduction to the Use of Books and Libraries

Ms. J. Domal
Reference Librarian
Pensacola Junior College
1000 College Boulevard
Pensacola, FL 32504
Use of Library Materials

Ronald H. Powell
Librarian
Prince George's Community College
301 Largo Road
Largo, MD 20870
Library Research Techniques

Vivian Wood
Kilmer Library
Rutgers University
New Brunswick, NJ 08903
Bibliography and Research Techniques

Constance Miller
Alcuin Library
St. John's University
Collegeville, MN 56321
Independent Study Library Course

Joseph F. Lindenfield
Director of Library Services
Shelby State Community College
P.O. Box 4568
Memphis, TN 38104
Library Use and Information Sources

Judy Williford
Undergraduate Library
Southern Illinois University
Carbondale, IL 62901
The Library as an Information Source
Techniques of Information Retrieval

Peter A. Johnson
Meyer Library
Stanford University
Stanford, CA 94305
Library Resources and Research Methods

Anne Roberts
Associate Librarian
Library, Room 104
SUNY at Albany
1400 Washington Avenue
Albany, NY 12222
LIB 350: Library Research

Mary Reichel
Senior Reference Librarian
Undergraduate Library
SUNY at Buffalo
Buffalo, NY 14214
Sources and Methods of Library Research

Brenda Coven
Library--Reference Department
SUNY at Stony Brook
Stony Brook, NY 11790
Interdisciplinary 100: Academic Research

Meredith Butler
Head of Public Services
Drake Memorial Library
SUNY College at Brockport
Brockport, NY 14420
Humanities 300: Introduction to Library Research

Course Committee Chairman
Milne Library
SUNY College at Oneonta
Oneonta, NY 13820
Library Resources and Research
Basic Library Skills

Blanche Judd
Assistant Librarian
Penfield Library
SUNY College at Oswego
Oswego, NY 13126
Library Research Techniques

Mrs. Janet A. Dalquist
Librarian
Suomi College
Hancock, MI 49930
Language and Literature 110: Use of the Library

David Dickey
Taylor University Library
Upland, IN 46989
Library Orientation

Louise I. Harms
Merner-Pfeiffer Library
Tennessee Wesleyan College
Athens, TN 37303
English 211: Basic Reference Materials
English 311: Library Research and Bibliographical Methods

Mrs. Lutie Higley
Social Science Librarian
Central Reference Department
University of Arizona Library
Tucson, AZ 85721
Library Techniques for Research

Mary C. Sturgeon
Department of Library Science
College of Education
University of Arkansas at Little Rock
33rd & University
Little Rock, AR 72204
L.S. 2310: Library Research and Resources

Mimi Dudley
Coordinator of Instructional and Public Services
College Library
University of California, Los Angeles
Los Angeles, CA 90024
Library Skills

Mrs. Patricia Gebhard
Library
University of California, Santa Barbara
Santa Barbara, CA 93106
Interdisciplinary 100: Library Research

John Lubans
University of Colorado Libraries
Boulder, CO 80309
Bibliography 301

Jane B. Durnell
Library
University of Oregon
Eugene, OR 97403
Lib. 127: Use of the Library

Joan C. Schmelzle
Library Instruction Librarian
University of Texas at San Antonio
San Antonio, TX 78285
Library Instruction 1001

Gloria J. Smith
Anne Passarelli
DF-10 Odegaard Undergraduate Library
University of Washington
Seattle, WA 98195
GIS 205: Library Research Techniques

Georgiane Bentzler
Learning Resources Center
University of Wisconsin Center--Marshfield/Wood County
2000 West Fifth Street
Marshfield, WI 54449
Lec. 102: Library Methods

Donna T. Hudson
Reference Librarian
Steenbock Memorial Library
University of Wisconsin--Madison
550 Babcock Drive
Madison, WI 53706
Independent Study-299

Sandra Taubel
Polk 314
University of Wisconsin--Oshkosh
Oshkosh, WI 54901
Learning Resources and the Student

Betty Douglas
Assistant Reference Librarian
Valdosta State College Library
Valdosta, GA 31601
Library Science 100

Jim Kusack
Public Service Librarian
Engelbrecht Library
Wartburg College
Waverly, IA 50677
Apparatus of Recorded Knowledge

Mrs. Sarah L. Rigg
Public Services Librarian
West Georgia College Library
Carrollton, GA 30117
Library Research

Mrs. Barbara Mertins
Main Library
West Virginia University
Morgantown, WV 26506
LS 1: Using Books and Libraries

Response too late for alphabetical inclusion:

Dr. Elizabeth McCorkle
Coordinator Library Science, C & I Department
Oklahoma State University
Rm. 511 Library
Stillwater, OK 74074
LIBSC 1011: Use of Libraries/Learning Resources Centers

Tabular Information on General Library
Skills Courses Offered for Credit

Explanation of Table Symbols:

INSTITUTION: Name of institution. For address and name of contact person and title of course(s), see list on the preceeding pages. Some institutions offer more than one course. If so, its name is followed by "Same, 2nd course." Tabular data for each course at institutions offering more than one is given in the same order as the courses are listed in the list of addresses.

YEARS: Gives the year the course was first offered.

CR: Tells how many units of credit a student earns in the course. 1S indicates one semester unit of credit; 1Q indicates one quarter unit of credit.

ELEC: E indicates course is elective; R indicates it is required. E-R indicates it is elective for some students, required for others.

SITE: Site of instruction. A: At point of use in library. B: Classroom in library. C: Classroom outside library.

STUDY: Y indicates course involves independent study; N indicates it does not involve independent study.

GRADE: PF indicates pass-fail grading used. LG indicates letter grades are given. PF-LG indicates both systems are used.

TOTAL: Total number of students who have taken the course since its inception.

TEACH: L indicates course is taught by librarians. F indicates course is taught by other faculty. L-F indicates both.

METHODS: Instructional methods used. A: Tour. B: Lectures. C: Exercises. D: Audio-visual. E: Printed programmed materials. F: Text book(s). G: Guides/bibliographies. H: Tests.

AVAIL: Availability of instructional materials to other libraries. L: On deposit at LOEX. Lo: Available on loan. No: Not available. P: Can be purchased. F: Available for free.

INSTITUTION	YEARS	CR	ELEC	SITE	STUDY	GRADE	TOTAL	TEACH	METHODS	AVAIL
Alfred U	1976-	1S	E	AB	N	LG	40	L	ABCFGH	--
Allegany CC	1974-	1S	E-R	B	Y	LG	125	L	BCEF	F
Aquinas C	1973-	2S	E	AC	Y	PF-LG	90	L	BCDEGH	L
Arizona St U	1973-	1S	E	B	N	LG	400	L	ABCDG	P
Aurora C	1972-	½Q	E	AB	Y	PF-LG	100	L	BC	No
Baruch C	1973-	2	E	C	N	LG	1200	L	BCFH	P
California St U, Fullerton	1974-	1S	E	ABC	N	PF-LG	80	L	ABCGH	No
Same, 2nd course	1970-	3S	E	ABC	N	PF-LG	300	L	ABCDFH	No
Capitol Institute of Technology	1976-	1Q	R	B	Y	LG	60	L-F	ABCG	L
Castleton St C	1973-	3S	E-R	AB	N	LG	80	L	ABDFGH	No
Central Michigan U	--	1S	E	B	N	PF-LG	--	L	ABCDFH	No
Central Missouri St U	1971-	2S	E	AB	N	LG	1200	F	ABCDH	Ln
Christopher Newport C	1976-	2S	E	AC	N	LG	19	L	BCDFG	L
Colgate U	1972	1	E	B	N	PF	100	L	ABCG	--
C of Charleston	1972-	1S	R	C	N	LG	3750	L	BCDFH	L
C of the Redwoods	1973-	1Q	E	A	Y	LG	125	L	DEH	F
Eastern Michigan U	--	1	E	B	N	LG	--	L-F	BCDFH	No
Fairmont St C	1977-	1	E	A	Y	PF-LG	34	L	ACEGH	No
Gallaudet C	1969-	1S	E	A	Y	LG	200	L	CDEH	L

INSTITUTION	YEARS	CR	ELEC	SITE	STUDY	GRADE	TOTAL	TEACH	METHODS	AVAIL
George Williams C	1974-	4Q	E	AB	N	LG	100	L	BCDEFG	L
Grand Valley St C	1975-	3Q	E	A	N	PF	35	L	BCG	L
Hampton Institute	1976-	3	E	AB	N	LG	6	L	ABCDEFGH	F
Indian Valley C	1974-	1S	E	A	Y	PF-LG	500	L	ACDEFG	F
Indiana U-Purdue U, Fort Wayne	1976-	1S	E	B	Y	LG	23	L	ABCDFGH	L
Ithaca C	1974-	1	E	C	N	LG	400	L	ABCDEFGH	No
Jackson St CC	1974-	1Q	E	AB	N	LG	55	L	ABCDE	L
Kansas St U	1973-	1S	E	AB	Y	LG	80	L	ABCDH	--
Mankato St U	1975-	1Q	E	AB	Y	PF	70	L	ABCDG	P
Mary Baldwin C	1975-	½	E	AB	Y	PF-LG	13	L	ABCFGH	No
Mater Dei C	1974-	1	E-R	AB	N	LG	240	L	ABCDF	--
Memphis St U	1973-	2S	E	AB	Y	LG	100	L	ABCDEFGH	L
Miami-Dade CC	1973-	1S	E	A	N	LG	100	L	CEGH	No
North Carolina St U	1977-	3S	E	B	Y	LG	9	L	ABCDFH	--
Northeast Missouri St U	1956-	1S	R	AC	N	LG	6600	L	BCDFGH	No
Northern Michigan U	1976-	1S	E	B	Y	LG	72	L	ABCDGH	--
Oakland CC	1976-	1S	E	ABC	Y	LG	18	L	ABCDEFGH	No
Occidental C	1976-	4S	E	B	N	LG	12	L	BCFGH	No
Olivet Nazarene C	1976-	2S	E	B	N	LG	25	L	ABCFGH	L

INSTITUTION	YEARS	CR	ELEC	SITE	STUDY	GRADE	TOTAL	TEACH	METHODS	AVAIL
Oklahoma City U	1973-	1	E	AB	N	LG	30	L	ABCFGH	F
Orange Coast C	1974-	1S	E	B	N	LG	120	L	ABCGH	No
Oregon St U	1977-	2Q	E	AB	Y	LG	18	L	ABCDG	No
Pasco-Hernando CC	1975-	3S	E	ABC	Y	LG	90	L	ABCDFGH	P
Pensacola Junior C	1972-	1S	E	A	Y	LG	3100	L	CDH	Lo
Prince George's CC	1960-	2S	E	A	Y	LG	250	L	ABCDEGH	No
Rutgers U	1972-	2S	E	B	--	LG	100	L	ABCFG	F
St. John's U	1977-	4S	E	A	Y	LG	1	L	--	--
Shelby St CC	1974-	3Q	R	C	N	LG	1000	L	ABCDFH	No
Southern Illinois U	1974-	1S	E	B	N	LG	658	L	ABCDH	No
Same, 2nd course	1974-	1S	E	B	N	LG	33	L	ABC	No
Stanford U	1965-	3Q	E	AB	N	PF	1000	L	ABCDFG	L
St U of New York at Albany	1976-	1	E	AB	Y	PF	50	L	ABCDFH	No
St U of New York at Buffalo	1975-	4S	E	C	Y	LG	50	L	ABCFGH	--
St U of New York at Stony Brook	1976-	2S	E	B	N	PF-LG	80	L	ABCDFGH	No
St U of New York C at Brockport	1976-	1S	E	B	N	LG	44	L	BDEFGH	Lo
St U of New York C at Oneonta	1975-	1S	E	B	N	PF	315	L	BCG	F
Same, 2nd course	1976-	1S	E	B	N	PF	56	L	BCG	F
St U of New York C at Oswego	1976-	2Q	E	B	Y	PF-LG	75	L	ABCDEFGH	No

INSTITUTIONS	YEARS	CR	ELEC	SITE	STUDY	GRADE	TOTAL	TEACH	METHODS	AVAIL
Suomi C	1973-	2S	E	AC	Y	LG	28	L	BCDGH	P
Taylor U	1973-	1S	E	A	Y	LG	70	L	ABCFG	F
Tennessee Wesleyan C	1965-	3Q	E	C	N	LG	600	L	BCFH	--
Same, 2nd course	1970-	3Q	E	C	N	LG	10	L	BFGH	--
U of Arizona	1957-	2S	E	B	N	LG	200	L	ABCGH	No
U of Arkansas at Little Rock	1965-	3S	E	B	Y	LG	450	F	ABCDFH	No
U of California, Los Angeles	1968-	--	E-R	A	N	PF	4000	L	ACF	P
U of California, Santa Barbara	1974-	1Q	E	--	Y	PF	675	L	CFH	P
U of Colorado	1970-	2	E	B	Y	LG	200	L	ABCDGH	F
U of Oregon	--	2Q	E	B	N	PF-LG	--	L	BCDFGH	L
U of Texas, San Antonio	1976-	1S	R	A	Y	LG	1600	L	ACFH	P
U of Washington	1973-	2Q	E	B	N	PF	100	L	BCDFGH	F
U of Wisconsin Center--Marshfield/Wood County	1971-	1	E	ABC	Y	LG	35	L-F	BCDF	No
U of Wisconsin--Madison	1973-	1S	E	A	Y	LG	20	L	FGH	No
U of Wisconsin--Oshkosh	1971-	1S	E	AB	Y	LG	--	L-F	ABCDEGH	No
Valdosta St C	1971-	2Q	E	B	N	LG	38	L	ABCDFH	--
Wartburg C	1975-	--	E	B	--	LG	28	L	ABCDGH	--
West Georgia C	1975-	1Q	E	B	--	LG	16	L	ABCGH	No
West Virgina U	1976-	1S	E	A	Y	LG	215	L-F	ABCFH	L

Summary of Selected Tabular Information

Number of institutions: 72

Number of courses offered: 76

Age of courses:
- Number begun before 1970: 11
- Number begun since 1970: 65
- Number begun since 1975: 28

Number of units of credit a student earns in course:
- 1 semester credit: 26
- 2 semester credits: 10
- 3 semester credits: 5
- 4 semester credits: 3
- ½ quarter credit: 1
- 1 quarter credit: 6
- 2 quarter credits: 5
- 3 quarter credits: 5
- 4 quarter credits: 1

Course elective or required:
- Elective: 70
- Required: 3
- Required for some, elective for others: 3

Site of instruction:
- At point of use in library: 40
- Classroom in library: 50
- Classroom outside library: 16

Independent study.
- Course involves independent study: 34
- Course does not involve independent study: 39

Grading system:
- Pass-fail: 10
- Letter grades: 55
- Both systems: 11

Course taught by:
- Librarians: 69
- Other faculty: 2
- Both: 5

Methods of instruction used:
- Tour: 49
- Lecture: 65
- Exercises: 69
- Audio-visual: 45
- Printed programmed materials: 17
- Text book(s): 45
- Guides/bibliographies: 48
- Tests: 54

Index

administrators, 11
advisors, 7
age of courses, 4, 22, 23-26, 27
audio-visual materials, 6, 22, 23-26, 27
bibliographies, 4-5, 22, 23-26, 27
budget, 7-8
catalog, 6
classroom, 6, 22, 23-26, 27
clerk-typist, 8
college catalog, 7
computer time, 9
cost analysis, 7-8
course content, 4, 10
course design, 4
course objectives, 6-7
course related instruction, 9-10
course schedule, 7
credits, 4, 8, 22, 23-26, 27
departments offering credit, 5
discontinued courses, 11, 28
Dudley, Miriam, 6, 9
ERIC, 6
elective courses, 11, 22, 23-26, 27
enrollment, 8, 11, 22, 23-26
environmental conditions, 11
evaluation, 7
exercises, 6, 22, 23-26, 27
explanation of table symbols, 22
faculty, 5, 7, 10, 22, 23-26, 27
Gates, Jean K., 6
grading, 22, 23-26, 27
Guide to the Use of Books and Libraries, 6
guides, 8, 22, 23-26, 27
headphones, 9
independent study, 6, 22, 23-26, 27
Indiana University-Purdue University at Fort Wayne, 8
institutions offering a general library skills course for credit, 12-21, 22, 23-26
institutions with discontinued general library skills courses for credit, 28
instructional materials, 5, 22, 23-26, 27
instructional materials, availability to libraries, 22, 23-26
instructional sessions, 10
LOEX, 22
lectures, 6, 22, 23-26, 27
letter grades, 22, 23-26, 27
letters, 7
library handbook, 8

methods of instruction, 5, 22, 23-26, 27
need, 10, 11
number of courses, 4, 11, 27
objectives, 6-7
pass-fail, 22, 23-26, 27
point of use, 6, 22, 23-26, 27
preparation time, 5
printed programmed materials, 22, 23-26, 27
printing, 9
public services, 5
publicity, 7
Rader, Hannelore, 4
radio, 7
Readers' Guide to Periodical Literature, 6
release time, 5
report form, 1-3
required courses, 8, 9, 11, 22, 23-26, 27
salary, 8, 9
self-instruction, 6, 9
separate course, compared to course related instruction, 9-10
site of instruction, 6, 22, 23-26, 27
slide-tape presentation, 6
student evaluation, 7
student reactions, 7
summary of selected tabular information, 27
syllabus, 8
tabular information on general library skills courses offered
  for credit, 22-27
tape players, 9
teachers, 5, 10
team teaching, 5, 7
term paper, 5
tests, 6, 7, 22, 23-26, 27
textbooks, 6, 22, 23-26, 27
tours, 6, 22, 23-26, 27
transparencies, 6
UCLA, 9
University of Oregon, 4
University of Texas at San Antonio, 8-9
Workbook in Library Skills, 6
work-study, 8-9

8

Course-Related Bibliographic Instruction
For Credit

1977

by

Exir White
The University of Alabama

COURSE-RELATED BIBLIOGRAPHIC INSTRUCTION FOR CREDIT

Of the sixty-three institutions contacted for a report on formal courses in bibliographic instruction, thirty-four replied. Twenty-five of these offer courses for credit and these courses are in most cases discipline-related. The highly favorable response to the present offerings, as indicated by the evaluations, and the number of new programs underway seem to indicate that formal, subject-related courses for credit in library use continue to be viewed by librarians as successful in meeting well-established needs.

As Robison indicated in the 1972 report, librarians' interest in such instruction is demonstrated by the fact that they believe that "an integral part of any academic library's total outreach program is probably going to include some type of formal course."[1] The current report continues to bear out this view. Of those reporting, six had added offerings in 1973, three in 1974, two in 1975, and four had new programs in progress in 1976. Three institutions were projecting new courses for 1977. All agencies reporting credit courses plan to continue these. Notable, also, is that among these libraries, several offer courses in more than one discipline, so that the total number of offerings is well in excess of the number of involved libraries.

---

[1] Robison, Dennis. Academic Library Bibliographic Instruction Status Report 1972: Institutions Offering a Formal Course With or Without Credit. p. 8.

Planning

Planning and teaching responsibility for these courses rests with reference librarians who continue, as shown in the 1972 report, to perform their regular duties in addition. The number of librarians involved from each staff ranges from one to all of the staff. Three libraries have personnel assigned strictly for instructional purposes, without imposed attendant duty in readers' services.

Eighty percent of the libraries have oriented their plans for instruction to one department or one specific course. The nature of these courses is diverse, including library use instruction relating to anthropology, art, business, chemistry, engineering, medical literature, geography, music, political science, sociology, television internship, and wildlife studies. This multiplicity of offerings appears in the majority of cases to be directly based on the "response theory," as described by Kirk.[2] Librarians have empathized with students' frustrations attendant upon their ignorance of library use skills and bibliographic strategy, and have tried to do something direct to meet students' needs. One librarian reported that decisions regarding the course were based on stated educational objectives. Others implied that they had considered similar objectives, but ninety percent of respondents are applying themselves to an explicit need for instruction in basic skills or advanced bibliographic instruction. This instruction is tailored for new students, undergraduate majors and non-majors, graduate students, and in three instances, for faculty. Eight libraries report their courses designed for such special groups as public school teachers, veterans, senior honors groups, foreign students, continuing education students, and "re-entry women."

---

[2] Kirk, Thomas. "Problems in Library Instruction in Four-Year Colleges." In John Lubans' Educating The Library User. p. 89.

Participation

In seventy-five percent of the courses attendance is on a voluntary basis, generally for one hour's credit. Although librarians are the instigators of the courses except in one case, the credit is usually offered under the auspices of a department outside the library. At only one school a non-librarian teaches the course. There is no real basis in this survey on which to place an assumption, but there might be speculation as to the connection between the voluntary basis — and the fact that librarians, rather than other faculty, do the planning and teaching.

Where participation is mandatory, it is usually geared to undergraduate majors or graduate students.

Materials

As would be expected, there is a wide variety in types of instructional materials used, but the most heavily used materials are printed syllabi and bibliographies which are locally produced. Over fifty percent of the instructors are using other media along with the printed material. These include video tape, transparencies, slides, filmstrips, film loops, films, and cassettes. The availability of these materials to other libraries is limited or at times nil. Many respondents explained that the material is so geared to local holdings that it might be useless in any other surrounding.

Evaluation

Six reporting libraries do not conduct any formal evaluation of their courses. Where evaluation by students or faculty is reported, the results are very favorable. At one institution the graduating seniors annually evaluate all course offerings. The library course is marked at the top consistently. At another school, evaluative questionnaires are completed by students for the instructors' dossiers, and librarians receive large commendation. Not one library reported an adverse response to the instruction.

Various formats for evaluation are used, including checklists, diagnostic tests, questionnaires, personal interviews and completed bibliographies by students.

A survey this small could not adequately support a hypothesis regarding the need for long term evaluative devices,[3] but it can be accurately observed that the evaluative commentary has been attitudinal and has been directed toward current problem-solving, rather than toward how this instruction will effect academic achievement in the long run. Perhaps librarians' rapidly growing concern with the articulation of sound educational objectives will improve methods of evaluation in the near future.

---

[3] Young, Arthur P. "Research On Library-User Education: a Review Essay." In John Lubans' Educating The Library User. p. 10.

APPENDIX A

Discipline-Related Courses for Credit

The following list includes those institutions that have offerings which are confined to one subject area, and also those whose "Library Research" courses appear to be adaptable to various disciplines.

AGRICULTURE

University of Delaware
Voluntary participation by undergraduate majors. Uses locally-prepared texts, syllabi, bibliographies and other materials available for loan. Contact: Pamela G. Kobelski, Reference Dept., Morris Library, University of Delaware, Newark, Delaware 19711

University of Kentucky
Voluntary participation by undergraduate majors. Uses locally-produced slide-tape. Not available to other libraries. Contact: Antoinette P. Powell, Agriculture Library, University of Kentucky, Lexington, Kentucky 40506

AMERICAN CULTURE

University of Michigan
Mandatory participation for graduates. Uses Locally-produced texts, syllabi, bibliographies. Some material available for sale. Contact: Anne K. Beaubien, Mary W. George, Sharon A. Hogan, Reference Dept., Harlan Hatcher Graduate Library, The University of Michigan, Ann Arbor, Michigan 48109

AMERICAN HISTORY

University of Alabama in Huntsville
Voluntary participation by mixture of groups. Uses locally and commercially-produced materials. Available for loan, some for sale. Contact: Elizabeth Bailey, Library, UAH, P. O. Box 1247, Huntsville, Alabama 35807

ART

SUNY at Stony Brook
Voluntary participation by undergraduate majors. Uses locally-produced syllabi, bibliographies, and transparencies. Not available to other libraries. Contact: Connie Koppelman, S.U.N.Y. at Stony Brook, Library, Stony Brook, New York 11794

BIBLIOSTRATEGY

University of California, Irvine
Voluntary participation by new students and undergraduate majors and non-majors. Uses locally-produced syllabi and transparencies. Not available to other libraries. Contact: Beverly J. Toy, Acting Associate University Librarian, Library, University of California, Irvine, California 92713

BIOLOGY

University of Delaware
Voluntary participation by undergraduate majors. Uses locally-produced syllabi, bibliographies and other materials. Not available to other libraries. Contact: Katharine M. Wood, Morris Library, University of Delaware, Newark, Delaware 19711

CHEMISTRY

Oklahoma State University Library
Mandatory participation for undergraduate majors and graduate students. Uses text and syllabi. Not available to other libraries. Contact: Heather M. Lloyd, Reference Librarian, Oklahoma State University, Stillwater, Oklahoma 74074

University of California, Santa Barbara
Voluntary participation by mixture of groups. Uses commercially-produced materials free from publisher. Available to other libraries. Contact: Arthur Antony, Science-Engineering Library, UCSB, Santa Barbara, California 93106

University of Delaware
Voluntary participation by undergraduate majors and graduates. Uses locally and commercially-produced texts and syllabi. Available for loan. Contact: Pamela G. Kobelski, Reference Dept., Morris Library, University of Delaware, Newark, Delaware 19711

ENGLISH

University of Alabama in Huntsville
Voluntary participation by mixture of groups. Uses locally-produced and commercially-produced materials. Available for loan, some for sale. Contact: Elizabeth Bailey, Library, UAH, P. O. Box 1247, Huntsville, Alabama 35807

University of Michigan
Voluntary participation for new students, graduates, faculty. Uses locally-produced texts, syllabi, bibliographies. Some material available for sale. Contact: Anne K. Beaubien, Mary W. George, Sharon A. Hogan, Reference Dept.; Harlan Hatcher Graduate Library, The University of Michigan, Ann Arbor, Michigan 48109

ENVIRONMENTAL STUDIES

University of Wisconsin, Green Bay
Voluntary participation by mixture of students. Uses locally-produced syllabi, bibliographies, and transparencies. Not available to other libraries. Contact: George R. Bauer, Library, University of Wisconsin, Green Bay, Wisconsin 54302

FINE ARTS

Indiana University, Bloomington
Under auspices of Fine Arts Dept. Mandatory participation for new master's students. Uses locally-produced bibliographies and slides. Not available to other libraries. Contact: Betty Jo Irvine, Fine Arts Library, Bloomington, Indiana 47401

University of Alabama in Huntsville
Voluntary participation by mixture of groups. Uses locally-produced and commercially-produced materials. Available for loan, some for sale. Contact: Elizabeth Bailey, Library, UAH, P. O. Box 1247, Huntsville, Alabama 35807

FISHERIES AND WILDLIFE

Oregon State University
Voluntary participation by undergraduate majors. Uses locally and commercially-produced texts, syllabi, bibliographies, slide-tape, and transparencies. Available to other libraries for loan. Contact: Mary J. Lewis, Kerr Library, Oregon State University, Corvallis, Oregon 97330

GEOGRAPHY

California State University, Chico

Voluntary participation by undergraduate majors and non-majors and graduates. Uses locally-produced bibliographies, slide-tape, transparencies. Available on condition. Contact: Joel Leonard, California State University, Chico, California 95929

HEALTH SCIENCES

University of Alabama in Huntsville

Voluntary participation by mixture of groups. Uses locally and commercially-produced materials. Available for loan, some for sale. Contact: Elizabeth Bailey, Library, UAH, P. O. Box 1247, Huntsville, Alabama 35807

INTERDISCIPLINARY

University of California, Santa Barbara

Voluntary participation by mixture of groups. Uses handouts. Contact: Arthur Antony, Science-Engineering Library, UCSB, Santa Barbara, California 93106

Voluntary participation by undergraduate non-majors and some upper division students. Uses locally-produced texts and syllabi. Available for purchase. Contact: Patricia Gebhard, Library, University of California, Santa Barbara, California 93106

LIBERAL STUDIES

California State University, Los Angeles

Voluntary participation by mixture of students. Uses locally-produced syllabi and audio tape. Available for loan. Contact: Martha Hackman, J.F.K. Memorial Library, California State University , Los Angeles, California 90032

LIBRARY RESEARCH

Baruch College - CUNY

Voluntary participation by mixture of groups. Uses locally-produced text and film. Not available to other libraries. Contact: Dr. Thomas V. Atkins, Head, Instruction Division, Baruch College Library, 155 East 25th Street, New York, New York 10010

LIBRARY RESEARCH - continued

California State University, Fullerton
Voluntary participation by mixture of groups. Uses commercially-produced texts. Contact: Barbara E. Davis, Readers Services, Library, CSUF, P. O. Box 4150, Fullerton, California 92634

Central Missouri State University
Voluntary participation by undergraduate non-majors. Uses locally-produced video-tape. Not available to other libraries. Contact: Margaret Denman or Selvin W. Royal, Dept. of Library Science and Instructional Technology, Central Missouri State University, Warrensburg, Missouri 64903

Clinch Valley College of the University of Virginia
Voluntary participation by mixture of groups. Uses locally-produced syllabi, bibliographies, filmstrip, cassette. Contact: Rosemary P. Mercine, John Wyllie Cook Library, Clinch Valley College, Wise, Virginia 24293

De Anza College
Voluntary participation by undergraduate non-majors. Uses locally-produced syllabi, slide-tape, audio-tape. Not available to other libraries. Contact: Gary Korn, De Anza College Learning Center, 21250 Stevens Creek Boulevard, Cupertino, California 23900

Ithaca College
Voluntary participation by undergraduates. Uses locally-produced texts, syllabi, bibliographies and slide-tape. Not available to other libraries. Contact: Mary Ellen Verzaro, Ithaca College Library, Ithaca, New York 14850

Loma Linda University
Voluntary participation by undergraduates. Uses commercially-produced texts, slide-tape, video-tape. Available to other libraries from commercial producers. Contact: Alice E. Gregg, Loma Linda University Library, Loma Linda, California 92505

San Francisco State University
Voluntary participation by mixture of groups. Uses locally-produced texts, syllabi, bibliographies, and slide-tape. Not available to other libraries. Contact: Paul T. Adalian, Jr., Reference Department Head, San Francisco State University Library, San Francisco, California 94132

LIBRARY RESEARCH - continued

College of Environmental Science and Forestry
Voluntary and mandatory participation for junior students and graduates. Uses locally-produced text, bibliographies, slide-tape. Text available for sale. Contact: Jacquelyn M. Morris, Instruction Librarian, F. Franklin Moon Library, College of Environmental Science and Forestry, Syracuse, New York 13210

University of Arkansas at Little Rock
Voluntary participation by mixture of groups. Uses locally and commercially-produced materials. Not available to other libraries. Contact: Mary C. Sturgeon, Professor of Library Science, College of Education, University of Arkansas at Little Rock, 33rd and University, Little Rock, Arkansas 72204

MEDICAL LITERATURE

SUNY Upstate Medical Center
Under auspices of College of Health-Related Professions Mandatory participation for undergraduate majors. Elective for other students. Uses locally-produced texts and syllabi and slide-tape. Available for loan to other libraries. Contact: Evelyn L. Hoey, Director, Upstate Medical Center Library, 766 Irving Avenue, Syracuse, New York 13210

MUSIC

University of California, Santa Barbara
Voluntary participation by new students, undergraduate majors and non-majors. Contact: Martin A. Silver, Music Librarian, UCSB Music Library, Santa Barbara, California 93106

POLITICAL SCIENCE

Occidental College
Mandatory participation for undergraduate majors in political science. Uses locally-produced texts, syllabi, and bibliographies. Not available to other libraries. Contact: John Campbell, Librarian-at-Large, Occidental College Library, 1600 Campus Road, Los Angeles, California 90041

SOCIAL AND BEHAVIORAL SCIENCES

University of Alabama in Huntsville
Voluntary participation by mixture of groups. Uses locally and commercially-produced materials. Available for loan, some for sale. Contact: Elizabeth Bailey, Library, UAH, P. O. Box 1247, Huntsville, Alabama 35807

SOCIAL SCIENCES

University of Delaware
Voluntary participation by mixture of groups. Uses locally-produced texts, syllabi, and bibliographies. Available free of charge. Contact: Jean Trumbore, Reference Department, Hugh M. Morris Library, University of Delaware, Newark, Delaware 19711

University of Michigan
Voluntary participation for new students, graduates, faculty. Uses locally-produced texts, syllabi, bibliographies. Some material available for sale. Contact: Anne K. Beaubien, Mary W. George, Sharon A. Hogan, Reference Department, Harlan Hatcher Graduate Library, The University of Michigan, Ann Arbor, Michigan 48109

SOCIOLOGY-ANTHROPOLOGY

Occidental College
Mandatory participation for undergraduate majors. Uses locally-produced texts, syllabi, bibliographies. Not available to other libraries. Contact: John Campbell, Librarian-at-Large, Occidental College Library, 1600 Campus Road, Los Angeles, California 90041

TELEVISION INTERNSHIP

Niagara County Community College
Voluntary participation by undergraduate majors and graduates from neighboring schools. Uses locally and commercially-produced materials. Not available to other libraries. Contact: Patricia Coty, Library Learning Center, Niagara County Community College, Sanborn, New York 14132

Reporting Libraries. Those starred have no credit courses.

1. University of West Florida*
2. University of Alabama - Huntsville
3. F. Franklin Moon Library (SUNY)
4. Stanford University (Meyer Library)
5. University of Kentucky Libraries
6. Oregon State University
7. University of California - Santa Barbara
8. University of Michigan, Harlan Hatcher Library
9. Loma Linda University Library
10. Ithaca College Library
11. San Francisco State University
12. California State University - Chico
13. Oklahoma State University Library
14. Occidental College Library
15. SUNY Upstate Medical Center
16. Pacific Oaks College Library*
17. University of Michigan Law Library*
18. University of Delaware
19. Niagara County Community College
20. Baruch College - CUNY
21. California State University - Fullerton
22. Indiana University - Bloomington
23. University of California - Irvine *
24. De Anza College
25. University of Arkansas at Little Rock
26. John Cook Wyllie Library - University of Virginia
27. Central Missouri State University
28. Earlham College*
29. University of Wisconsin - Green Bay
30. University of Pittsburgh - Falk Library*
31. Georgetown University*
32. SUNY Stony Brook
33. California State University - Los Angeles*
34. University of Alabama*

#9

TERM PAPER CLINICS & CONSULTATIONS
1977

Completed by Dwight Hendricks
Teachout Library
Hiram College
Hiram OH 44234

TERM PAPER CLINICS AND CONSULTATIONS

Term paper clinics and term paper consultations as typical types of bibliographic instruction were not surveyed for the 1972 report. These terms and their variations are rather commonly heard now, but their usage is not standard. The common feature among them is that they involve instruction that meets a specific research need (commonly a "term paper") of students from more than one course and level who--almost always--voluntarily choose to take it. How the instruction is conducted varies considerably but can be divided at least once into (1) instruction conducted exclusively on a one-to-one basis between a student and a librarian (herein called "consultations"), and (2) instruction minimally including group sessions and often involving personnel from outside the library who instruct on the technical aspects of paper writing (herein called "clinics").

Survey and Response

During January 1977, the files of LOEX listed 133 institutions offering some form of term paper clinic or consultation. Twenty of these were selected to be queried. Thirteen were colleges and universities with enrollments exceeding 3,000; four had enrollments smaller than that; and three were two-year colleges. A copy of the questionnaire is appended to this report. The completed forms themselves are on deposit with LOEX.

All twenty responded. A breakdown of these responses indicate that 70% (fourteen) are currently offering either term paper clinics or term paper consultations, 15% (three) have discontinued them, and the remaining 15% (three) have or are developing programs which apparently do not include the ones under consideration. The fourteen respondents with active programs, approximately two-thirds (nine) conduct term paper clinics and one-third (five) offer term paper consultations.

Clinics

Nine of the fourteen institutions with active programs of interest here used the term paper clinic approach. This group was comprised exclusively of the larger colleges and universities.

The range of characteristics gathered from the returned questionnaires are as follows:

Name of program: "term paper clinic" (7); "term paper workshop" (1); "paper and essay clinic" (1).

Years in existence and number offered/year:
(a) Years in existence: one year or less (3); two years (2); three (3); four (1).
(b) Considered experimental (3); established (6).
(c) Number of times offered/year: once/quarter or semester (5); more than once/quarter or semester (4).

Personnel who conduct: Public service staff only (4); library staff plus non-library faculty (5).

Preparation:
(a) Publicity used: posters (8); ads/stories in student newspaper/radio (8); letters/flyers to faculty (7).
(b) How students sign-up: register at central desk (5); simply show-up (4); required to do so by a faculty member (2).
(c) Where held: library (8); class room outside library (1).

Nature of program:
(a) Non-library personnel involved (5 of 9 institutions): "writing and study skills counselor", "member of writing lab", "English department faculty member", "staff from writing workshop", "English department graduate students".
(b) Type of sessions other than group sessions: optional individual appointments with a librarian (6); tour (1); none or unclear (3).
(c) A-V:type use: transparencies (6); slide/tape presentations (3); filmstrip (1)
(d) Search strategy taught: outline (4); none or unclear (5).

Type of student and subject areas:
(a) Levels: primarily freshmen/sophomore (with some others to graduate level) (6); not specified (3).
(b) Subject areas: unspecified or diverse (8); social sciences and humanities (1).

Statistics:
(a) Numbers or students/year: 25-75 (5); 100-125 (2); 400 (1); not given (1).
(b) Cost analysis: none or little done (8); $5.00/half hour of instruction/student exclusive of materials (1).
(c) Staff preparation time: none or unclear (8); average of half hour/student (1).
(d) Evaluation carried out by: staff (1); students (8); none (1).

Future plans: expand (5); re-evaluate (2); direct toward specific courses (2); attach to a credit course (1).

Consultations

As noted above, the term paper consultation approach was reported to be used by five of the institutions surveyed. This group was comprised of one large university, three of the four smaller institutions, and one two-year college.

The response of one institution was in the form of a letter in which they noted that while they continued to offer appointments for "bibliographic conferences" for individual students, these were seldom asked for. The range of characteristics gathered from the four returned questionnaires most completely answered are as follows:

Name of program: "term paper consultations" (1); "term paper clinic" (1); "term paper center" (1); "T. P. A." (for term paper assistance) (1).

Years in existence and number offered/year:
(a) Years in existence: one (1); four (2); six (1).
(b) Considered established (4).
(c) Number of times offered/year: throughout year (3); 3-4 weeks during second half of each semester (1).

Personnel who conduct: public service personnel (7); public service personnel plus library science graduate students (1). (Note: one two-year college has a member of the reference staff with the title of "Coordinator of Library Skills Center, Remedial Assistant.")

Preparation:
(a) Publicity used: posters/flyers (3); ads/stories in campus newspapers/radio (2); letter/flyer to faculty (1); announcements to other classes in library (1).
(b) How students sign-up: register at central desk (3); simply request at reference desk (1).

Type of student and subject areas:
(a) Level of student: predominantly lower classmen (3); more upper classmen (1).
(b) Subject areas: social sciences and humanities (4); business (2).

Statistics:
(a) Number of students/year: 25-50 (2); 125-150 (2).
(b) Cost analysis: no (4).
(c) Staff preparation time analysis: no (4). (see "comments", below)
(d) Evaluation: none (3); student (1).

Future: expand (3); maintenance at present level (1).

Comments: Two respondents were concerned about the ratio of benefits to the high use of staff time. However, another saw this method as a more efficient way to help students, "... better utilizing our time and theirs' ". The most positive comment was this:

> We think the worth of the program is repeatedly emphasized in the good grades students report receiving on their papers and in terms of the great value students themselves place on our assistance.

Discontinued Programs

Why are term paper bibliographic instruction programs begun only to be abandoned? Only three respondents (15%), all from larger institutions, fell into this category and their experiences varied too much for any generalization. Two tried this approach once (its nature unclear in one case, a science oriented term paper consultation service in the second) only to emphasize "library tours" in the first instance beside which the "clinics" were seen "as too repetitive", and, in the second case, to put their efforts in course related instruction. The third institution's term paper clinic was offered for three years before being discontinued because of "too few students" (16 during one year). Nonetheless, the last institution planned to "reinstitute next fall".

Dwight T. Hendricks
Hiram College

COPY COPY COPY

TERM PAPER CLINICS AND CONSULTATIONS

ACRL Bibliographic Instruction Task Force

Note: Please complete even if your program has been abandoned.

1. Date:

2. Name of reporting institution:

3. Name of program (Term Paper Clinic; Library Skills Workshop; Term Paper Assistance, etc.):

4. How long has your program been in existence?

   a. Number of academic years (even if discontinued):________________

   b. Do you consider it experimental, established, or discontinued? (Underline one)

5. Principal personnel involved in developing the program. (Include titles of positions along with number of persons in each category for both library and non-library personnel.)

6. Concisely state consciously held objectives for your program. (Attach printed statement, if possible.)

7. Levels and subject areas dealt with in program:

Level: Subject Areas: (indicate by underlining those more frequently used)

Freshman:

Sophomore:

Junior:

Senior:

Graduate:

8. Who conducts? (Circle appropriate letter(s) and add comments, if necessary.)

   a. One individual. Position title?

   b. Reference staff. All? What proportion?

   c. Non-library faculty involved, also? Positions? Role?

9. Are any handouts, guides and other printed materials developed specifically for your term paper clinics? (Please attach samples.)

10. Describe briefly any A-V used. (If possible, attach any scripts used.)

11. Method (Circle appropriate letter and phrase(s), and concisely comment where necessary.)

   a. Group sessions: general instruction to students of multi-discipline concerns; separated by discipline; separated by level; other (describe):

   b. One-to-one appointments with reference librarians: usually with a "generalist"; effort made to match student with "subject specialist" relevant to his paper.

   c. Combination of above two: students expected to follow sequence; students may (and do) enter at either level.

12. Search strategy: Is a standard, formalized search strategy taught? Is it in outline or flowchart design?

13. Describe publicity methods used. (Samples would be helpful.)

14. How do students "sign up"? (Underline those that apply.)
Required to do so by individual instructors or academic departments; through academic offices; registering at a central desk in the library; simply "show up" during designated hours; other (comment):

15. Where is term paper clinic held? (Underline appropriate phrase(s).)
Separate room in library; special desk location; both; other (comment):

16. How often is the clinic offered per school year? How long?

17. Statistics (estimate if necessary);

a. Participation: How many students participate per year? By level if possible:
freshmen_________; sophomore_________; junior_________; senior_________;
graduate_________.

b. Costs analysis (Attach reproduced parts of reports if possible.)

c. Staff preparation and presentation time. (Attach reproduced parts of reports if possible.)

18. Evaluation methods used. (Underline; attach examples if possible):
None; student; faculty; library staff. Are there standardized forms?

19. Future: any plans, even if tentative, to: (Underline appropriate term or phrase):
abandon, reduce, expand, attach to credit course; other (comment).

20. General comments: Here (and elsewhere, if necessary) please give brief opinion statements on such concerns as problems encountered, worth of program, effects on staff, reactions of faculty, plus anything that has especially impinged upon your special situation.

21. Name and address of person submitting this report:

22. Please send this to:
DWIGHT T. HENDRICKS, ORIENTATION LIBRARIAN
Eastern Michigan University
Ypsilanti, Michigan 48197

INSTITUTIONS SURVEYED AND THEIR CLASSIFICATION

A. Clinics:

1. Cornell University, Olin Library
2. Indiana University, Undergraduate Library
3. Johns Hopkins University, Milton S. Eisenhower Library
4. University of Maryland, Undergraduate Library
5. Memphis State University, Library
6. Northeastern University, Dodge Library
7. State University of New York at Binghamton, Library
8. University of Toronto, John P. Robarts Research Library
9. William Paterson College of New Jersey, Sarah Byrd Askew Library

B. Consultations:

1. University of North Carolina, Undergraduate Library
2. College of St. Catherine, Library
3. College of St. Thomas , O'Shaughnessy Library
4. College of Staten Island , Library
5. Wellesley College, Wellesley College Library

C. Discontinued:

1. University of Kentucky , Margaret King Library
2. Oakland University , Kresge Library
3. Pennsylvania State University, Fred Lewis Pattee Library

D. Other:

1. Corning Community College , Library
2. Nassau Community College, Library
3. Rosemont College

#10

Formal Library Science Courses on Library Instruction
1977

Esther R. Dyer
Completed while at: Division of Library &
Information Science
Graduate School
St.John's University
Jamaica NY 11439

FORMAL LIBRARY SCIENCE COURSES ON LIBRARY INSTRUCTION

In December of 1976 a survey on the status of library and bibliographic instruction was sent to the 63 accredited library schools in North America. A follow-up letter was mailed in February of 1977. As of April 1977, 26 responses were received. As with a previous study conducted by Library Orientation Exchange (LOEX), Eastern Michigan University, the response from library school deans was not complete. Those not involved are perhaps not interested in explaining their positions. The low response rate may in part be attributed to the status of library instruction in accredited schools. In a recent issue of the Journal of Academic Librarianship (November, 1976) several deans of schools indicate that library instruction should not be a separate course but rather integrated into the curriculum in appropriate courses if at all. Another factor influencing the response rate, may well be that the population used for this study was the same as that used by Sue Galloway (Booklegger Jan/Feb 1976, pp. 29-31) the year before to investige a similar subject. The Galloway study reveals that library instruction is generally covered as a topic in the reference and bibliography courses.

The results of this current ACRL study reveal that while the topic of library instruction is integrated by 16 of the 26 respondents into such courses as reference, literature and type of library courses, it receives the greatest attention in the school media related program. The time spent per semester on library instruction ranges from ½ a class to 2 classes in the literature and reference courses. In the school media related courses on the average of 3 to 4 classes per term are devoted to library instruction.

The Galloway and LOEX investigations reveal, that formal courses devoted to library instruction are virtually non-existent in the curriculum of library schools. While the results of this study generally support these findings there is an indication that library instruction is receiving increased attention. For example, the University of Michigan is offering a course entitled "Special Topics: Bibliographic Instruction." After several years of successfully offering subject-specific bibliographic instruction to graduate students, three librarians from the Reference Department of the Harlan Hatcher Graduate Library, proposed to the Dean of the Library School that they be allowed to teach a course on bibliographic instruction. The course was initially offered May-June 1976 and the reference librarians were temporarily appointed without salary to the School of Library Science faculty. Their salaries continued to be paid by the University library and they were granted time to teach.

The class in bibliographic instruction consisted of 14 library school students near completed with their programs, and 6 auditors, primarily from the University Library. Prerequisites included general reference and a minimum of one bibliography course. The topics included history and current status of BI, the analysis of factors affecting instruction and the determination of the most effective mode of instruction in a given situation.

Under the flexible title of Special Topics, the University of Wisconsin at Milwaukee is planning to offer a course on "Teaching the Use of the Library" during the 1977 summer session. If the response indicates that it should be included in the curriculum, it will be offered on a regular basis.

In addition to the aforementioned schools, Carolyn Kirkendall of LOEX identifies the University of Wisconsin, Madison as a library school program which expects to integrate a course on library instruction into the curriculum. By and large, however, the courses devoted to library instruction have been offered on a one term basis, often under the rubric of seminar or special topic course titles. Such courses have been offered for example by Pratt, Kent State, and the University of Kentucky.

Regardless of the manner in which library instruction is treated, that is as a separate course or as an identifiable segment of a course, greater reliance is placed on periodical readings than on text books. The following texts were mentioned: The New Library Key by Margaret G. Cook (Wilson 1975) and Your Library. What's in it for You? by John Lovely (John Wiley 1974). Teaching methods vary and include: lectures, guest speakers, bibliographies, case studies and media presentations. Kent State uses a simulation model and telelecture on LOEX. Media presentation are generally locally produced.

Evaluation of courses, concerning library instruction as well as courses in which library instruction is an identifiable segment, does not differ from the evaluation of other courses. The primary device is student evaluations at the conclusion of the course.

COURSES FOR NON-LIBRARY SCHOOL STUDENTS

This survey also requested information concerning bibliographic instruction offered by library schools to non-library school students including practicing librarians and persons in other disciplines. Four of the 26 responding schools offer such programs: Kent State (Bibliographical Tools and Methods in the Biological Sciences); Brigham Young (How to Use the BUY Library); University of Alabama (Library Use Instruction for Freshmen) and University of California at Berkeley (Bibliography I).

The Alabama and Kent State courses are interdisciplinary. The Kent State, for example, is required for the Masters of Arts Degree in the Department of Biological Sciences and includes library classification, general reference tools and subject specific tools for the biological sciences as well as computerized searching systems. The Alabama course is part of the English program and is mandatory for freshmen. Bibliographies and other printed materials are used.

The School of Library and Information Studies, University of California Berkeley offers Bibliography I, taught by librarians employed in the UC library system and instructors of the library school. Begun in 1968, this course has been offered for 3 quarters each year. Using slide tapes and texts, the general purpose of the program is to acquaint the students with the structure and organization of the library and literature in general. The Brigham Young library use courses, begun about 1966, is taught by a teaching assistant from the library school. This is a voluntary institution with courses designed to improve library skills of all patrons and uses Hattie Knight's 1,2,3 Guide to Libraries as a text.

CONTINUING EDUCATION EFFORTS

Recently, graduated and practicing librarians are asking why library instruction has not been included in their programs of study in library schools. Part of the interest on the part of library practitioners is a result of the expectation on the part of employers that librarians will be capable of teaching the use of the library. While this has been an integral part of school librarianship, academic librarians have only recently been required to develop programs in this area. The current interest in bibliographic instruction is in evidence by the formation of a Library Instruction Round Table in ALA as the establishment of a section on Bibliographic Instruction in ACRL. Looking at a calendar of upcoming library instruction conferences and meetings, in the LOEX News, it is easy to see that the burden for workshops and conferences on bibliographic instruction clearly is carried primarily by library associations - not by the library schools. In the spring of 1977, the following held group conferences or offered workshops in this area: Central Indiana Library Services Authority, LACUNY, Alaska Library Association, Utah Library Association, North Carolina Library Association, South Carolina JMRT, West Virginia Library Association, Eastern Michigan University, York University, and the Greater Cincinnati Library Consortium and the library schools at Dalhousie University, Drexel and The University of Kentucky.

Library schools have been slow to respond to this need and interest. Several schools, such as the University of Wisconsin, Milwaukee and the University of Michigan are planning to include library instruction in the curricular. For the most part however, this need is being met through workshops a[illegible]onferences. Library school deans, according to a recent mini-symposi[illegible]. The Journal of Academic Librarianship (November, 1976) do not believe that library instruction warrants a separate course. They prefer that the topic be integrated into appropriate parts of the curriculum.

SUMMARY

While there has been an increase in the number of workshops and short courses offered on library instruction, it has not been a result of an upsurge of interest by library schools. Responsibility for the majority of programs rests with library associations and other interest groups. Some library schools it is true, are offering or planning to offer regular courses in this area; others have sponsored short courses or workshops. Library school deans see little need for courses specifically devoted to instruction. However, many librarians, particularly those involved with the new ACRL section and the Library Instruction Round Table believe "the total library instruction philosophy, objectives, activities etc. must be correctly and seriously evaluated - brought to an actual scholarly level, so that library school, library administrators and practising librarians themselves recognize and identify this area as an essential and indispensable activity on any library's part."

Incorporation of library instruction into the curriculum would assure that library school students would be cognizant of the components of a successful teaching and learning design - of how to conduct a teaching session and of how to assess the learning ability and talent of its participants. Library schools can and should be in the forefront of this movement. Library instruction belongs not only as an integral part of such courses as reference and bibliography but also as a course in its own right. The teaching-learning cycle is complex and if librarians are to manage instruction properly they must be provided with the tools to do so. Library schools are failing in their obligation to their students if they do not assume an increasing role in teaching librarians how to teach.

Appendix I: Library Instruction as an Identifiable Segment of Courses Offered by Accredited Library Schools.

Brigham Young University

General Reference, 3 credits. 1 hour per term in class and 3 out of class devoted to bibliographic instruction. Originally offered 1973. Locally produced programmed instruction material; not available. Contact: Marvin Wiggins 3224 HBLL, Brigham Young University, Provo Utah 84602.

University of Denver

Public Services in Libraries, 3 credits. 2 hours per term devoted to bibliographic instruction. Contact: Travis White Graduate School of Librarianship, University of Denver, Denver Colo. 80210.

Drexel University

Academic Library Service, 4 quarter credits. 4 hours per quarter devoted to library instruction, introduced in Fall 1972.

Reference Librarianship, 4 quarter credits. 3 hours per quarter devoted to bibliographic instruction, introduced as a topic in 1967.

Educational Media Center for the School Curriculum, 4 quarter credits. 9 hours per quarter devoted to bibliographic instruction, introduced as a topic in 1972. Required for School certification.

Educational Media Center Management, 4 quarter credits. 1 hour per quarter devoted to bibliographic instruction, introduced as a topic in 1968.

Texts, syllabi, videotapes and other instructional materials are used but not available for loan. Contact: Dr. John B. Hall Graduate School of Library Science, Drexel University, Philadelphia Pennsylvania 19104.

Emory University

School Library Service, Administration of School Media Programs Management of Information Services, Public Library Services, 4 credits. Uses locally produced materials not available. Contact A. Venable Lawson, Division of Librarianship, Emory University Atlanta, Ga. 30322.

Emporia Kansas State College

Integrated throughout the curriculum, using a variety of locally produced instructional materials and commercially available materials. Contact Sarah A. Reed, Director School of Library Science, Emporia Kansas 66801.

University of Iowa

School Media Center Administration, 3 credits. 12 hours per term devoted to bibliographic instruction. Originally offered in 1967, required for state certification. Uses slide-tape, videotape locally produced. Not available for loan.

Library Services to Children and Young Adults, 3 credits. 10 hours devoted to library instruction. Introduced in 1970.

School Media Problems, 3 credits. 10 hours per term devoted to bibliographic instruction. Introduced in 1969.

Practicum in Libraries, 3 credits. Variable consideration of instruction. Originally offered in 1968.

Primary emphasis is placed on instruction in K-12 program. Contact Frederick Wezeman, Director, School of Library Science University of Iowa, Iowa City, Iowa 52240.

University of Michigan

General Reference Materials, Bibliography of Social Sciences Humanities each 3 credits and Contemporary Library Development 2 credits. Uses locally produced materials not available. Contact: University of Michigan etc.....

Kent State University

Academic Library, 3 credits, variable attention. Incorporated into course for over ten years.

The School Library, 3 credits. 8 hours per term devoted to library instruction, incorporated into course for over ten years.

Both courses use telelecture on LOEX, simulation model, not available for loan. Contact: Kathryn McChesney, Ass't Dean, School of Library Science, Kent State University, Kent Ohio 44242.

State University of New York at Buffalo

Community College Librarianship, 3 credits. 4 classes per term (5 hours 20 minutes). Bibliographies, slide-tape, videotape. Contact Geral R. Shield, Acting Dean, State University of New York at Buffalo, School of Information and Library Studies.

Northern Illinois University

College and University Libraries, 3 credits. 1 hour per term devoted to instruction.

Northern Illinois University (continued)

General Reference Services, 3 credits. 1 class per term devoted to bibliographic instruction.

Contact: Elizabeth Chambers, Department of Library Science, Northern Illinois, University, DeKalb, Ill. 60115.

St. John's University

Advanced Reference Service and Materials, 3 credits. 4 hours per term devoted to bibliographic instruction. Uses bibliographies, and transparencies, locally produced. Also Video-tape cassette from Library Council of Metropolitan Milwaukee (rental $37.50) 814 W. Wisconsin Ave., Milwaukee Wis. 53233.
Contact: Mildred Lowe, Assistant Professor, Division of Library and Information Science, St. John's University Jamaica, N.Y. 11439.

Appendix II: Separate Courses on Bibliographic Instruction Offered by Library Schools.

Dalhousie University[1]

Workshop on Library Instruction. February 11-12, 1977. Surveyed current trends in library instruction, designing instructional programs and developing objectives and planning the program. Conducted by Sheila Laid Law, Sigmund Samuel Library, University of Toronto. (Information obtained from flyer.)

Drexel University

Teaching the Library User, 1 day workshop for librarians. May 13, 1977. John B. Hall, Ass't Professor, Graduate School of Library Science and Richard Newman, Dir. of Continuing Education, Instructors.

Kent State University

Seminar on Instructing the Library User, 3 credits, offered Winter 1976. Contact: Kathryn McChesney, Assistant Dean School of Library Science, Kent State University Kent Ohio 44242.

University of Michigan

Special Topics: Bibliographic Instruction originally afforded May-June 1976, a two credit course dealing with Theory and Methods of Bibliographic Instruction. Offered through Library School. Taught by university librarians.

---

[1] Information obtained from sources other than survey.

State University of New York at Albany[1]

Library Orientation and Instruction in the Academic Library, 3 credits. Offered Spring 1976 by A. Roberts, not currently offered. Syllabus available from LOEX.

Pratt Institute[1]

Educating Library Users, 3 credits. Summer 1976, Dr. Atricia S. Breivik, insturctor. Bibliography and Syllabus available from LOEX.

University of Wisconsin-Milwaukee

Special Topics in Librarianship: Teaching the Use of the Library, Spring 1977. 3 credits for library school students and practicing librarians. Contact: Vida Stanton, University of Wisconsin-Milwaukee School of Library Science, Mitchell Hall 214, PO. Box 413 Milwaukee Wisconsin 53201.

Simmons College

Bibliographic Methods, 4 credits. 4-5 hours per term. Topic introduced in 1974. Bibliographies, videotape and slides used. Available to other libraries from Ms. Vicky Maxant, Library Science Librarian, NEBIC, New England Bioliography Instruction Center, Simmons College, School of Library Science. For more information about the course contact Dr. Juan R. Freudenthal, Simmons College, School of Library Science 300 The Fenway, Boston, Mass. 02115.

University of Southern California

Reference Sources and Services, 3 credits. 6 hours per term devoted to bibliographic instruction.

Information Sources: Humanities; Information Sources: Social Sciences; Information Sources: Sciences, 3 credits each. Approximately 3 hours per term in each class devoted to bibliographic instruction. Two or the three are required for each student.

Contact: School of Library Science, University of Southern California, University Park, Los Angeles, California 90007.

University of Toronto

1510. Required course, 2 hours per term devoted to library instruction. Uses locally produced bibliographies, slide-tape, film videotaps. Contact: Mary L. Shepherd, Assistant to the Dean, Faculty of Library Science, University of Toronto, 140 St. George Street, Toronto, Ontario M5S 1A1.

Western Michigan University

Reference Service; Subject Bibliographi: the Science; Subject Bibliographi: The Humanities and Social Sciences. Treatment of library instruction varies with the instructor and course. Contact: Dr. Gordon Eriksen, School of Librarianship, Western Michigan University, Kalamazoo Michigan 49008.

Appendix III: Courses offered by library Schools for Non-librarians

University of Alabama

Library Use Instruction for Freshmen, required course for new students. Initiated in Fall 1976. Locally produced materials are available for free loan but are tailored to the Gorgas Library System and may have limited value elsewhere. Depends on Graduate assistants and library school was able to get grants for assistantships when library was not. Also faculty wished to coordinate program. Contact: Ms. Exir White, Main Library Box S University, AL 35486.

University of California Berkeley

Bibliography I, formal course open to undergraduates on a voluntary basis for credit. Program initiated in 1968. Centered in library school because the library cannot give academic credit. Contact: Judy Ellisen, Bibliography I Coordinator, School of Library and Information Studies, University of California, Berkeley Calif. 94720 (Syllabus available from LOEX).

Brigham Young University

How to Use the Brigham Young University, formal course with credit available on a voluntary basis to university students. Introduced in 1966. Contact Nathan Smith, 5042 HBLL, Brigham Young University, Provo Utah 84602.

Kent State University

Bibliographic Tools and Methods in the Biological Sciences, require for MA in Biological Sciences, begun in Winter 1976. Primarily for science teachers and offered through the Library School since the library cannot grant credit. Contact: Kathryn McChesney, Assistant Dean, School of Library Science Kent State University, Kent, Ohio 44242.

In addition, University of Southern California, University of Minnesota note that they allow students from other divisions of the university to register for library science courses.